



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Report

Essendene Lodge School

November 2022

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School's Details

School	Essendene Lodge School			
DfE number	936/6528			
Address	Essendene Lodge School Essendene Road Caterham-on-the-Hill Surrey CR3 5PB			
Telephone number	01883 348349			
Email address	office@essendenelodge.surrey.sch.uk			
Headteacher	Mrs Kishwar Ali			
Proprietor	Inspired Learning Group (UK) Ltd			
Age range	2 to 11			
Number of pupils on roll	108			
	EYFS	39	Juniors	69
Inspection dates	1 to 3 November 2022			

1. Background Information

About the school

- 1.1 Essendene Lodge School is an independent, co-educational day school located in a residential area of Caterham-on-the-Hill in Surrey. The school was established in 1966. Since the previous inspection, the school has been bought by Inspired Learning Group, in 2019, which now provides oversight. A board of advisors supports the work of the school on behalf of the proprietor.

What the school seeks to do

- 1.2 The school aims to provide pupils with the highest standards of education whilst maintaining a nurturing environment to ensure that all pupils make progress regardless of ability. It seeks to embed traditional values, good manners and courtesy, as well as respect and tolerance for others in the school community regardless of culture, beliefs and values.

About the pupils

- 1.3 Pupils come from families from a range of professional backgrounds from the local and surrounding areas. The school does not select pupils on the basis of their ability. The school's own assessment data indicate that the ability of pupils upon entry is broadly average. The school has identified 14 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia, ADHD and ASD, 12 of whom receive additional specialist help. No pupil in the school has an education, health and care (EHC) plan. English is an additional language (EAL) for seven pupils, whose needs are supported by their classroom teachers. Data used by the school have identified 23 pupils as being the most able in the school's population and the curriculum is modified to meet their needs.

2. Regulatory Compliance Inspection

Preface

The Independent Schools Inspectorate (ISI) is approved by the Secretary of State to inspect schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and report on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Inspections of schools with early years settings not requiring registration also report whether the school complies with key provisions of the Early Years Foundation Stage (EYFS) statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, inspections report on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. Inspections also comment on the progress made to meet any compliance action points set out in the school's most recent statutory inspection.

ISI inspections are also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

This is a FOCUSED COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY. The FOCUSED COMPLIANCE inspection reports only on the school's compliance with the standards. The standards represent minimum requirements and judgements are given either as **met** or as **not met**. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report and the school is required to take the actions specified. In this focused compliance inspection, key standards have been inspected in detail. These are the standards on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety; arrangements to check the suitability of staff; the provision of information; the handling of parents' complaints; and other related aspects of leadership and management. The remaining standards and requirements are deemed to continue to be met unless evidence to the contrary has been found.

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.

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 published reports in this document but will have been considered by the team in reaching its judgements.

Links to the standards and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#), [Early Years Foundation Stage Statutory Framework](#).

Key findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, and relevant requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements, and no further action is required as a result of this inspection.**

PART 1 – Quality of education provided

- 2.2 The school's own framework for assessment confirms that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.4 Pupils receive relationships education. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.
- 2.5 The standards relating to the quality of education [paragraphs 1–4] are met.**

PART 2 – Spiritual, moral, social and cultural development of pupils

- 2.6 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens.
- 2.7 The standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.**

PART 3 – Welfare, health and safety of pupils

- 2.8 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.9 The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, and the ban on corporal punishment under section 548 of the Education Act 1996 are met.**

PART 4 – Suitability of staff, supply staff, and proprietors

- 2.10 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required.
- 2.11 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] are met.**

PART 5 – Premises of and accommodation at schools

- 2.12 Suitable toilet and changing facilities, and appropriate accommodation for pupils' medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety;

acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play.

2.13 The standards relating to the premises and accommodation [paragraphs 22–31] are met.

PART 6 – Provision of information

2.14 A range of information is published, provided or made available to parents, inspectors and the Department for Education. This includes details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for any with education, health and care plans or English as an additional language. It also includes particulars of the school's academic performance during the preceding school year, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website.

2.15 The standard relating to the provision of information [paragraph 32] is met.

PART 7 – Manner in which complaints are handled

2.16 Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful.

2.17 The standard relating to the handling of complaints [paragraph 33] is met.

PART 8 – Quality of leadership in and management of schools

2.18 The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met, and they actively promote the well-being of the pupils.

2.19 The standard relating to leadership and management of the school [paragraph 34] is met.

3. Educational Quality Inspection

Preface

The **EDUCATIONAL QUALITY** inspection reports 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.

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

Where necessary, National Curriculum nomenclature is used to refer to year groups in the school.

Key findings

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

- Pupils develop excellent levels of knowledge, skills and understanding across all areas of learning.
- Pupils' progress over their time in the school is rapid resulting in excellent levels of academic achievement.
- Pupils are extremely fluent communicators.
- Where given the opportunity, pupils are highly effective learners whose curiosity and ability to use a wide range of resources is excellent.
- Pupils' attitudes to learning are excellent; they consistently demonstrate confidence, enthusiasm and commitment.

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

- Pupils are confident in who they are and are articulate when presenting themselves in discussion or conversation.
- Pupils relish opportunities to make decisions in their learning and other areas of their lives and do so extremely effectively, understanding the impact such decisions have.
- Pupils show good levels of respect towards others in the school community and demonstrate excellent behaviour.
- Pupils are excellent collaborators; their social development is mature and well advanced for their age.

Recommendations

3.3 The school is advised to make the following improvements.

- Enable pupils to improve their work still further by modelling to them how best to respond to teachers' constructive written feedback.
- Ensure pupils develop their higher-order thinking skills, such as curiosity and critical thinking, across the school by increasing opportunities in lessons for them to do so.

The quality of the pupils' academic and other achievements

- 3.4 The quality of the pupils' academic and other achievements is excellent.
- 3.5 Pupils demonstrate excellent levels of academic achievement as a result of thoughtful and supportive teaching, and a nurturing approach to pastoral care. All pupils, including those with SEND, EAL and the more able, attain results in standardised assessments that are significantly above those of other pupils nationally who take the same standardised tests. This is due to the undoubted commitment of senior leaders to develop the curriculum, planning and assessment, and to well-planned teaching. Sensitive, caring teaching in the EYFS ensures that individual needs are catered for, enabling all children to make significant progress. Most children achieve the expected learning outcomes by the time they leave Reception. Based on evidence seen in data provided by the school, lesson observations, work scrutiny and interviews, pupils of all abilities make rapid progress over their time in the school, achieving above their indicated potential. The school successfully meets its aim to provide all its pupils with outstanding educational experiences within a nurturing environment. Effective tracking and monitoring systems lead to supportive interventions which support this progress, resulting in strong academic outcomes. Those pupils with SEND achieve similar levels of progress, often despite their lower starting points, benefitting from the knowledgeable and sensitive support provided by the school. The overwhelming majority of parents who responded to the pre-inspection questionnaire agreed that teaching enables their children to make progress. All pupils who responded felt that most lessons are interesting, and that their teachers know their subjects well and know how to help them to learn. Inspection evidence supports these views.
- 3.6 Pupils' knowledge, skills and understanding across all areas of learning are excellent. Pupils are curious thinkers and are enthusiastic about acquiring new knowledge. They respond effectively to teachers' verbal suggestions for making improvements and completing tasks. There is less evidence to show that pupils respond similarly to when constructive feedback is given in writing, for example when homework is marked. Pupils effectively draw upon previous learning and demonstrate success in applying their knowledge. For example, pupils in Year 6 demonstrated comprehensive understanding and knowledge of different biomes and their features in science. Pupils develop strong skills across the curriculum because curriculum planning is comprehensive and thoughtful. Pupils particularly enjoy opportunities to draw together and apply knowledge and skills from different areas of their learning. For example, when thematic ideas are shared across subjects, such as when considering 'our history'. Pupils provide detailed responses to a range of question types and respond effectively to the opportunities they are given to share and explain their thinking. For example, pupils in Year 4 eagerly demonstrated their understanding about different Sikh festivals in a religious education lesson. In questionnaires, all pupils stated that they felt that their skills and knowledge improve in most lessons, that their teachers are supportive, and that teachers' verbal feedback helps them to improve. This was confirmed by observations during the inspection.
- 3.7 Pupils' communication skills are highly accomplished. Pupils listen carefully and respectfully to one another and to their teachers. They ask questions to improve their learning and share their ideas articulately in their writing and in discussions. When addressing their peers, pupils speak extremely clearly and confidently, presenting their thoughts and ideas coherently. Children feel comfortable to share their ideas from a young age in response to well-established routines and empathetic support from teachers which create a conducive environment. This was exemplified in a Year 1 drama lesson when pupils acted out greetings between each another as characters in a story. Handwriting is of a high standard from an early age, and this supports pupils' creative writing as they progress through the school. Written work is consistently well presented, detailed and imaginative. Pupils in Year 6 use descriptive and effective vocabulary and appropriate grammar such as 'the trees swayed in the wind awaking the midnight-coloured crows'. Pupils read every day and younger pupils benefit from support by teaching assistants to focus on key words which are linked to spelling tasks. By Year 5, pupils demonstrate in-depth comprehension and inference skills when answering a range of question types. Group reading is encouraged from an early age and pupils respond positively to opportunities in the

class to read their own work aloud; they enjoy having the opportunity to share this with senior leaders at times.

- 3.8 Pupils demonstrate strong numeracy skills. They are highly competent in their understanding and application of numbers. From a young age, they explain their methods and consider alternatives, such as when pupils in Year 2 completed two-digit addition. Pupils are keen problem solvers. They enjoy the 5 problems in 5 minutes challenges that they are regularly set to enhance their learning as part of the school's 'mastery' approach to mathematics. For example, pupils in Year 5 sought to find the lowest number with four different prime factors. Pupils speak excitedly about the various arithmetic challenges they undertake and they wear their badges, and attend the winners' parties, with pride.
- 3.9 The development of pupils' information and communication technology (ICT) skills over their time in the school is excellent and is highly effective in supporting the curriculum. Children in the EYFS handle devices with confidence and use a range of applications in their enquiry-based learning. As they progress through the school, pupils enthusiastically demonstrate an increasing range of skills including coding, use of spreadsheets and presentation software, and word processing. Pupils make effective use of their ICT skills in other subjects, for example, when pupils in Year 6 used their personal devices to access material in preparation for an extended writing task in English. They use devices to great effect for a range of purposes across a variety of subjects. These include locating different climate zones on a world map and choosing their preferred digital presentation style about the Sikh festival of Vaisakhi, having previously researched this online.
- 3.10 Pupils develop excellent study skills. They are enthusiastic learners whose curiosity and ability to use a wide range of resources to support the quality of their work enhances their learning. They are adept in utilising dictionaries, online research and word banks. When given the opportunity to use their higher-order thinking skills, pupils demonstrate excellent abilities to hypothesise and synthesise their thoughts. They shared them coherently when identifying different features of fantasy settings in a Year 4 English lesson and when commenting on how families differ in a Year 3 personal, social and health education (PSHE) lesson. However, these opportunities are not a regular feature in all lessons and opportunities for pupils to develop this type of thinking are missed. In the EYFS, children choose their own group and independent activities, and are confident in tackling new challenges. In Year 1, pupils develop their writing skills through the application of their knowledge of spelling and phonics.
- 3.11 Pupils demonstrate good levels of extra-curricular achievement. They expand their interests beyond the classroom through a range of activities including sewing, football, Spanish, debating, cooking and choir. Pupils clearly enjoy their varied experiences as seen in an after-school musical theatre activity and a boxing exercise class. A number of pupils celebrate success in music and musical theatre examinations, often achieving passes with merit and distinction. Art plays an important part in pupils' lives. They regularly win regional competitions with collaborative entries as well as achieving success with individual awards. Pupils speak positively about sports fixtures against local schools. They are especially proud of their membership of the football, netball and cricket teams. Out of school, pupils are successful in their involvement in a range of sports at local, regional and national levels including tennis, rugby, football, cricket, swimming, gymnastics and basketball. Most pupils in Year 6 successfully gain places at a range of independent and maintained schools with demanding entry requirements. A small number of pupils regularly win academic and other scholarships.
- 3.12 Pupils demonstrate excellent attitudes to learning. They are consistently confident, enthusiastic and fully engaged. Their passion for learning is palpable, as seen in an art lesson when they drew enlarged flowers in the style of Georgia O'Keefe. When challenged with open-ended opportunities, pupils demonstrate initiative and take an active part in their own learning. They rarely shrink from challenge and thrive on the opportunities they are given. For example, they enjoy the opportunity to decide which level of task to tackle in mathematics and religious education where they can choose one-, two- or three-star challenges. Pupils are curious in their approach to learning. They independently seek opportunities to extend their learning, for example, pupils in Year 5 were particularly keen to complete a prime factor challenge, so much so that they were reluctant to go for break at the end of the lesson.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils demonstrate excellent self-understanding. They are confident in who they are and are articulate when presenting themselves in discussion. Pupils have developed excellent levels of resilience. They have practical knowledge of how to improve their work and are prepared to ask their teachers questions to this end. They do not expect that teachers will give them direct or 'correct' answers but are confident that staff will assist and support them to make progress. As a result of their resilience, self-improvement and taking responsibility for their own learning, pupils demonstrate a sense of pride in what they achieved. They accept that failure can be a positive aspect of learning and in doing so, develop a keen sense of self-awareness and increasing resilience. Pupils respond positively to the constructive reinforcement of achievement provided by house points, recognising both the individual and collegiate benefits. Pupils are confident about their next steps. Pupils in Year 6 recognise how successfully the school prepares them for transition to their next schools through examination and interview practice.
- 3.15 Pupils demonstrate excellent decision-making skills. They relish opportunities to make decisions in their learning and do so successfully. For example, they regularly choose between tasks during lessons and often challenge themselves by choosing the most difficult options. Other choices include who to play or work with, what games to play in the playground and how to behave. They show full awareness of how their choices might impact their academic success, identifying that they may not know which task to do if they do not listen appropriately. Pupils take pride in making decisions about the charities the school supports, in particular their ongoing support of a school in Malawi. As a result of the well-designed classrooms, teachers' expertise, and small class sizes, pupils feel secure and are supported to make decisions.
- 3.16 Pupils' spiritual understanding is excellent. Pupils relate well to different religious artefacts and symbols. They responded excitedly to flowers that were used as a stimulus for an art activity. Pupils speak freely about the wonders of the world and the non-material aspects of life. For example, pupils shared their thoughts cogently about the power expressed in the bangs and flashes of a thunderstorm, and how the stars in the sky might represent people who have passed away. Pupils also appreciate special moments in concerts and other performances at school and in external venues they have visited as a choir.
- 3.17 Pupils develop excellent moral understanding and take ownership and responsibility for their own behaviour. Indeed, the school's child-friendly behaviour policy is a result of a school council initiative. Pupils speak confidently about fundamental British values serving as a foundation for their moral understanding and intentions. They consider each value carefully and apply them to their actions. All parents who responded to the questionnaire agreed that the school actively promotes good behaviour and that their children learn in a safe environment. All pupils who responded to the questionnaire feel that school expects pupils to behave well and that all pupils are kind and respectful towards each other. Inspection evidence demonstrates that pupils' behaviour is excellent and pupils show great respect towards others in the school community. They conduct themselves with the highest standards, demonstrating respect for and co-operation with others at all times. Care for others is embedded from the earliest age and children in the EYFS take responsibility for themselves and follow the rules. They understand the need to be considerate to one another, taking turns and treating each other well. Whilst at play, pupils show good awareness of school rules and the importance of positive behaviour, with a particular emphasis on being kind to one another and seeking adult help if problems arise. It is evident that pupils value and appreciate one another and regard their school community with great warmth and affection. Their interactions with one another are warm and caring within their own peer groups and are further characterised by the strong relationships across year groups. Pupils understand that there are consequences for negative actions. Whilst few and far between, transgressions of the rules result in personal reflection and consideration of next steps by pupils.

- 3.18 Pupils are excellent collaborators. Their social development is well-advanced for their ages. All parents who responded to the questionnaire, feel that the school equips their children with the team working, collaborative and research skills they need in later life. Inspection evidence shows that pupils regularly work in pairs and thrive on this approach, recognising the benefits of sharing ideas and supporting each other in tasks. The 'mastery' approach adopted in teaching some subjects enables pupils to demonstrate their understanding through teaching concepts to other pupils. Older pupils are eager to support and help younger pupils at breaks and during lessons. Pupils throughout the school work well together regardless of age and ability, for example in house meetings, where they form productive relationships to work towards common goals.
- 3.19 Pupils' contribution to others, the school and wider community is excellent. They are aware of the need to be positive role models. From an early age, EYFS children are keen to contribute and take on roles for the day, for example, as paper monitor or line leader. Members of the school council and eco committee make a positive impact on the lives of all pupils. Older pupils fulfil a number of roles and responsibilities within the school. They take great pride in assisting younger children and raising funds for a local hospice and national charities. Pupils are keen to contribute to the school community, through taking part in sports fixtures, drama and musical events. They have undertaken litter-picking in their local community, entertained locals at a street party, and talked with joy about the partnership they have with a school in Malawi. They particularly enjoy seeing the fruits of their labours when the African school responds to their contributions in assemblies.
- 3.20 Pupils celebrate, respect and embrace their differences and value the cultural diversity of their school. Their cultural awareness develops well through the curriculum from the youngest ages as children in the EYFS start to understand the world in which they live. Pupils celebrate festivals from the major world faiths throughout their time in the school and pupils and parents share experiences from their faiths with members of the school community. For example, pupils spoke excitedly about when parents share their family experiences of Eid and Diwali in assemblies. Pupils know that everyone is welcome and understand what diversity and communities are. They demonstrate a deep understanding of British values and often refer to the respect and tolerance required when considering cultural differences within society. Their excellent levels of tolerance and understanding are supported well by the PSHE programme, alongside assemblies and acknowledgement of national awareness days. Pupils are accepting of people from other faiths, family types and cultures. They recognise the diverse nature of their school and that the value of each and every member is of equal importance. The overwhelming majority of parents who responded to the questionnaire feel that the school actively promotes values of democracy, respect and tolerance of other people.
- 3.21 Pupils have an excellent understanding of how to keep themselves safe and healthy. They share their worries through pupil voice boxes in the classroom and are always prepared to approach a teacher if something is troubling them. They know how to keep themselves safe online and are conscious of using passwords and not sharing personal details. Pupils speak positively about the role that PSHE and assemblies play in raising their awareness of online safety and they regularly learn about aspects of this in lessons. They have a good understanding of potential dangers and how to protect themselves. They have an age-appropriate level of understanding about consent and how to interact with peers, trusted adults and strangers. They make healthy dietary choices, deciding what to have for lunch each day, and appreciate the importance of warming up before exercise during extra-curricular activities and physical education.

4. Inspection Evidence

- 4.1 The inspectors observed lessons, had discussions with pupils and examined samples of pupils' work. They held discussions with members of staff and with the proprietor and members of the governance group, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registrations. Inspectors visited the facilities for the youngest pupils, together with the learning support and educational resource areas. Inspectors considered the responses of parents, staff and pupils to pre-inspection questionnaires. The inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mr Alexander Mitchell	Reporting inspector
Mrs Areti Bizior	Compliance team inspector (Head, SofH school)
Mr Gareth Davies	Team inspector (Head, IAPS school)