



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Reports

Laleham Lea School

February 2022

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School's Details

School	Laleham Lea School			
DfE number	306/6008			
Registered charity number	1118598			
Address	Laleham Lea School 39 Peaks Hill Purley Surrey CR8 3JJ			
Telephone number	0208 660 3351			
Email address	headteacher@lalehamlea.co.uk			
Headteacher	Ms Karen Barry			
Chair of governors	Mrs Mary Ryan			
Age range	3 to 11			
Number of pupils on roll	139			
	EYFS	39	Infants	34
	Juniors	66		
Inspection dates	22 to 25 February 2022			

1. Background Information

About the school

- 1.1 Laleham Lea School is an independent Catholic co-educational day school situated in Purley. The school comprises three sections: the Early Years Foundation Stage, for children in Nursery and Reception, Infants, for pupils in Years 1 and 2, and Juniors, for pupils in Years 3 to 6.
- 1.2 The school became co-educational in 1994 and the Nursery was introduced in 1997. Owned by the Diocese of Southwark, the school is now an independent charitable trust with its own governing body. Since the previous inspection the school has re-structured its leadership team and developed new learning facilities.
- 1.3 During the period March to June 2020, the whole school remained open only for children of key workers.
- 1.4 During this period of closure the school provided remote learning materials for all pupils.
- 1.5 In the interests of infection control during the COVID-19 (coronavirus) pandemic, inspection evidence was gathered partly remotely and partly on site to reduce contact within the school setting.
- 1.6 In line with the direction given by the Department for Education (DfE) at the time, no evaluation has been made of the nature or effectiveness of any provision made during the period March to June 2020, including its impact on pupils' learning, achievement or personal development. Any concerns relating to pupils' welfare during this period which directly relate to measures implemented by the school have been considered.
- 1.7 During the lockdown period of January to March 2021, all pupils other than the children of key workers or vulnerable pupils received remote learning provision at home.
- 1.8 Since 2020, EYFS profiles have not been externally moderated.

What the school seeks to do

- 1.9 The school aims to create a loving, welcoming safe environment which promotes compassion and tolerance, in which pupils can be nurtured to achieve their potential and where pupils' talents are recognised and fostered by staff who know them well. The objective is that pupils will be equipped with a strong sense of personal identity and an awareness of God's love and that they will reflect the 'Gospel values' and be the best person they can.

About the pupils

- 1.10 Pupils come from a wide variety of backgrounds. Data provided by the school indicate the ability of pupils is broadly average compared to those taking the same tests nationally. One pupil in the school has an education, health and care (EHC) plan. The school has identified 14 pupils as having special educational needs and/or disabilities (SEND), whose needs are supported by their classroom teachers. No pupils speak English as an additional language (EAL). Data is used by the school to identify the most able pupils and the curriculum is modified and personalised for them.

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 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 showering facilities where required by the standard, 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'.

Key findings

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

- Pupils make excellent progress, achieving at levels in advance of expectations for their age and ability.
- Pupils of all ages and abilities demonstrate excellent skills, knowledge and understanding across the curriculum.
- Pupils are outstanding communicators. They listen most attentively and express themselves articulately in their speaking and writing.
- Pupils show high levels of competence in their numeracy skills and apply these effectively to other areas of their learning.
- Pupils develop highly effective study skills.

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

- Pupils have high levels of self-understanding for their age and show notable resilience.
- Pupils are extremely collaborative, supportive and encouraging of one another across the full range of their activities.
- Pupils exhibit a highly developed spiritual understanding and display a strong appreciation for the non-material aspects of life.
- Pupils show outstanding respect for each other and are highly inclusive.

Recommendation

3.3 In the context of the excellent outcomes, the school might wish to consider the following improvement:

- Further strengthen pupils' study skills by extending the opportunities for pupils to lead their own learning.

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 in all sections of the school maintain a high rate of progress and attain high levels of achievement. Children in the EYFS build rapidly on their experiences and show excellent progress in developing their independent thinking and fine motor skills. This was seen when children were playing with equipment, colouring flowers, practising letter formation, planting sunflower seeds and watering

them independently. The school's own assessment data shows that the rate of pupils' progress and achievement in reading, writing and mathematics is well above that of pupils of similar ability nationally. All groups including the more able and those with individual needs make similar rates of progress. This is partly because leaders monitor and track pupils' progress and achievement effectively. The teachers' excellent knowledge of the pupils' strengths and weaknesses enables them to provide appropriate support strategies and suitable challenge. All pupils who responded to the pre-inspection questionnaire agreed that their teachers know how to help them learn, know their subjects well and are supportive. Most parents responding to the questionnaire agreed that teaching, including any online provision, helped their children make progress.

- 3.6 Pupils show a well-developed knowledge and understanding for their age across all areas of their learning. Children in the EYFS show a strong understanding of how to blend sounds and build words and sentences in their reading and writing. This is promoted by highly effective and skilful teaching that provides consistent encouragement and excellent use of questioning. Pupils understand the important foundations of subjects well. For example, Year 2 pupils' work on Florence Nightingale showed an understanding of chronological order. Year 4 pupils were able to explain the importance of artefacts to history. Older pupils show a sophisticated understanding of scientific concepts. For instance, Year 5 pupils work when relating thermal conductivity to body thermoregulation. Pupils show excellent creative and aesthetic skills which are applied effectively across the curriculum. For example, Year 4 pupils created imaginative printed tee-shirts representing Aztec art and Year 5 pupils' paintings representing *The Stations of the Cross* are highly effective. Pupils demonstrate excellent performance skills in their drama lessons when reciting poetry to good effect. They show a well-developed understanding of how to engage their audience successfully. Pupils display good ball skills and some excellent racket skills for their age. Pupils are well supported in developing their good physical education skills by encouragement from their teachers and the opportunity to participate in a range of outdoor sports and swimming.
- 3.7 Throughout the school pupils display excellent communication skills that contribute strongly to their academic and social development. They listen attentively to their peers and teachers and express themselves articulately verbally and in writing. For example, children in the Nursery spoke of their mission statement and values of 'respect' and 'resilience' extremely well for their age. Pupils speak confidently when addressing an audience. For instance, Year 1 pupils reading their sentences to the class and Year 3 and Year 4 pupils presenting assemblies and reading prayers. Older pupils communicate most effectively in their writing. For example, this was seen in Year 5 pupils' passenger autobiographies from *The Titanic* and Year 6 pupils' highly evocative writing about life in the trenches during *The First World War*. Year 4 pupils used movement and facial expressions most effectively to convey a character's emotions in their drama lesson. Pupils benefit from highly effective modelling of expressive speech by their teachers who use their voices thoughtfully and give instructions sensitively. Pupils' develop strong skills of communication because teachers ensure they are praised, encouraged and given sufficient time to express themselves.
- 3.8 Pupils achieve high levels of numerical and mathematical skills for their age. Young pupils measure and graph the length of shadows, using accurate terminology effectively. Older pupils show confidence handling simultaneous equations and in problem-solving. Pupils apply their numeracy skills effectively to other areas of their learning. For example, in science, Year 5 pupils used weights, measures and graphs most effectively when studying gestation periods in mammals. Pupils' high level numeracy skills are promoted by staff who use effective questioning techniques, ensuring that all pupils are appropriately challenged and enabling strong cross-curricular understanding. Pupils use information and communication technology (ICT) to enhance their learning competently. They make good use of digital technology for research across the curriculum. Pupils use digital resources effectively for presentations, supporting their mathematics and recording and editing drama performances. Pupils throughout the school are supported in developing their coding skills well.

- 3.9 Pupils develop highly effective study skills. From an early age, children show excellent thinking and planning skills as they are encouraged to organise their tasks. For example, children in the Nursery sorted parts of a flower effectively before colouring them. Pupils in Year 2 sought to make excellent and unprompted use of their dictionaries when writing about celebrations. Pupils think for themselves confidently and use strong analytical skills when explaining their learning. Year 6 pupils demonstrated excellent hypothesising skills in their STEM (science, technology, engineering, and mathematics) activity. They planned and organised their resources for filtering polluted salt water efficiently, applying their knowledge expertly to a new challenge. Pupils critically analyse the performance of different groups of peers effectively in their drama lessons. They use criteria and technical language to set individual next steps for improvement to great purpose. Pupils are well supported by staff in developing their study skills. At the lower end of the school and in the middle years, pupils' study skills are enhanced by frequent opportunities to lead their own learning. The opportunities for older pupils to strengthen their study skills through leading their own learning are more limited. Almost all parents who responded to the questionnaire agreed the school equipped their children with the team working, collaborative and research skills they need in later life.
- 3.10 Pupils are highly enthusiastic learners and readily engage in their work with strong levels of concentration and perseverance. Pupils are highly productive when collaborating, as seen with Year 3 pupils creating tall structures using spaghetti and marshmallows in their creative problem-solving activity. Pupils support each other extremely well to achieve their goals. This is evident in their collaborations in drama, where they help each other to develop their chosen characters to great effect. Pupils are unselfish and learn from an early age to take turns and share. Pupils' excellent attitudes to their independent and collaborative work is underpinned by highly supportive teaching that consistently references the school's learning values of 'independence, respect and resilience'. More able pupils show they are keen to progress with extension work when they have opportunities to do so. In most lessons observed, pupils were keenly attentive as the pace and challenge of the lesson was well sustained.
- 3.11 Pupils achieve individual and collaborative success across a range of activities. They achieve with distinction in the performing arts. Pupils are successful in their ABRSM examinations, notably with cello and piano. Instrumentalists benefit greatly from participation in the school's own orchestra. Pupils undertake LAMDA examinations with a high proportion achieving distinctions. Pupils' excellent achievements in drama include auditions for West End productions and performances for television advertisements. Drama is strongly promoted through several school plays for younger pupils and all senior pupils have the opportunity to participate in the school play. Pupils achieve a high degree of success in art. A collaborative project, *The Blue Whale*, for the fourth plinth competition, is displayed photographically in the Tate Gallery. Pupils collaborated successfully to create a well-crafted school mosaic. Pupils have gained awards in regional competition with works including, textiles, fashion and three-dimensional art. Pupils have achieved success in swimming, cross country and football. School leavers have been highly successful gaining entry to schools with competitive academic requirements and have achieved a high proportion of scholarship awards to senior independent schools. This reflects a successful fulfilment of the school's aim to recognise pupils' talents and foster and nurture them to achieve their potential.

The quality of the pupils' personal development

- 3.12 The quality of the pupils' personal development is excellent.
- 3.13 Pupils display extremely well-developed levels of self-awareness for their age. They reflect on their learning with maturity. Older pupils told inspectors that they were aware of their strengths and weaknesses. They understand that they have to develop their strengths as well as improve areas in which they may be weaker. They recognise that not being successful in an area does not define them. Pupils express how they feel about their qualities confidently as a result of frequent opportunities for reflection and feedback. For example, in a form period, Year 4 pupils considered what they are good

at and what they really enjoy doing. Pupils demonstrate resilience and are keen to learn from their mistakes. They readily taking on board the advice from their teachers and peers to improve their own skills effectively. Pupils are extremely well supported by staff who consistently provide high amounts of praise that strengthens pupils' self-esteem and promotes confidence. Almost all parents responding to the questionnaire agreed that the school helps their child to be confident and independent. The school is successful in achieving its objective to equip pupils with a strong sense of personal identity.

- 3.14 Pupils develop good relationships and demonstrate excellent social skills. Almost all pupils responding to the questionnaire agreed that the school teaches them how to build positive relationships and friendships. Pupils readily help each other with enthusiasm, especially when someone is finding things difficult. They willingly share, for example, children in the nursery offering the dice to the next person when playing a dinosaur game. Pupils are acutely sensitive to the needs of others and respond with compassion and kindness. When recognising achievements of their peers in a mental mathematics challenge, pupils sensitively moderated their response for those pupils with additional needs. Pupils collaborate highly effectively to achieve their goals. For example, Year 4 pupils worked productively in groups when creating multi-course menus for the Emperor Montezuma in their study of the Aztecs. Pupils' excellent collaborative efforts are spurred on by teachers who ensure activities provide appropriate challenge and stimulate all pupils including those with additional learning needs. All parents responding to the questionnaire agreed that the school helps their child to develop strong teamwork and social skills. Pupils show high levels of emotional maturity for their age, able to progress to the next stage of their life with great confidence. This is testament to initiatives from the leadership and governance of the school. For example, they have ensured highly effective implementation of the school's Relationships and Sex Education curriculum. This contributes positively to the pupils' strong understanding of relationships.
- 3.15 Pupils show an excellent development of their spiritual understanding in their everyday lives. They lead prayers with a strong blend of confidence and humility. Pupils express their thoughts and prayers with spontaneity as they show thanks and appreciation for other people in their lives. They consider those less fortunate than themselves, for those suffering and for refugees in areas of the world especially in Ukraine. Pupils are enriched by the strong Catholic ethos and Gospel values that are central to the school community. Pupils show a well-developed appreciation of the non-material aspects of life for their age. They speak of the beauty of lying peacefully on the grass on a warm summer's day and being moved by listening to a piece of music played by their peers in a concert. Pupils welcome the opportunities the school affords them for reflection. They express a strong appreciation for the environment as demonstrated by their actions in seeking to save the bees. Children in Reception have been captivated and inspired by the art of Vincent Van Gogh and expressed awe when discovering a mysterious scroll in their classroom. Pupils' response to the world around them and their cultural awareness represents the successful embedding of the school's values and ethos.
- 3.16 Pupils demonstrate high levels of respect for one another. They are extremely inclusive and respectful of other faiths and cultures. They view diversity as enriching their school community and their personal development. Older pupils explained that they do not see anyone as being different because we are all different. They regard integration with different people as a further opportunity for learning. Pupils show enjoyment in learning about their own and other faiths. For example, children in Reception expressed their gratitude respectfully when their friends showed them clothing and pictures to help explain the Hindu festival of Shivaratri. Pupils throughout the school show a strong awareness of individual liberty and tolerance for their age. They develop a good understanding of the democratic process as they elect their school councillors. Younger pupils develop a good knowledge of public institutions and services through visits from the police and the fire brigade. The outstanding respect that pupils show for one another and for adults is securely founded on the school's Catholic ethos and mission statement. School leaders and staff ensure that pupils are fully conversant with these and can embody the values promoted.

- 3.17 Pupils show a sophisticated understanding of the values that they try to live their lives by. They fully accept responsibility for their behaviour and instances of misbehaviour and unkindness are rare. They consider the effect of their behaviour on others with demonstrable empathy. The *School Prayer* and pupils' own mission statements, combined with the effective role-modelling by staff, provide a formidable foundation to pupils' beliefs and actions. Almost all parents responding to the questionnaire agreed that the school actively promotes values of democracy, respect and tolerance of other people. Pupils have a high degree of respect for school rules and relate them thoughtfully to the rule of law and Gospel values. Pupils show honesty, prepared to admit to what they may have done wrong, understanding that they can say sorry and be forgiven.
- 3.18 Pupils make good decisions when given opportunities to progress their learning and social development. They are keen to help and show positive initiative. For example, Year 1 pupils decided to tidy up all the books and arrange them in order of height. Reception children labelled their toy boxes with sticky notes unprompted. Pupils willingly ask for help or ask for extension work in class as teachers have helped them to understand how it can benefit them.
- 3.19 Pupils relish opportunities to support others in the school and the wider community. The older pupils fulfil their leadership duties responsibly. They are highly effective buddies to the younger pupils in the upper playground, helping with their social integration and well-being. Year 6 pupils undertake a variety of leadership prefect roles maturely. They take pride in their positions as house captains, sports captains, performing arts, choir and orchestra leaders, and faith monitors as part of the pupil chaplaincy programme. Pupils run their own school council efficiently and effectively, ensuring representation of pupils from Year 1 to Year 6. The councillors successfully learn to formulate and present suggestions for school improvement that result in initiatives such as the school's nature trail. Pupils are keen to assist charitable causes such as the local food hub, Christmas shoe box appeals and Water Aid as they appreciate the needs of those less fortunate than themselves. They are supported in their efforts for the wider community by staff who also enable opportunities such as singing carols in a local care home.
- 3.20 Pupils understand well how to stay safe including when online. Almost all pupils responding to the questionnaire agreed that they knew how to stay safe online. Pupils embrace their physical activity and understand the benefits of exercise to their health and well-being. They understand the importance of good hygiene and a healthy diet. For instance, Year 2 pupils' science work includes tips on removing germs and ideas of how to create a healthy packed lunch with sufficient carbohydrates, protein, vitamins and minerals. Pupils show a strong understanding of the importance of mental health for their age. This is promoted by staff who ensure suitable strategies are embedded in lesson plans and that pupils have opportunities for mindfulness. The highly effective pastoral care provided by the staff helps pupils to better understand their emotions and have strategies to help themselves feel good. Pupils and staff benefit from opportunities to nourish their well-being due to a highly supportive governing body. Governors ensure that as well as attending relevant educational courses, all staff receive thorough training in safeguarding and welfare strategies to best support the pupils.

4. Inspection Evidence

- 4.1 The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff and with a group of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings and assemblies. Inspectors visited the facilities for the youngest pupils and educational resource areas. The responses of parents, staff and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mr Vaughan Jelley	Reporting inspector
Mr Jeremy Gibson	Compliance team inspector (Adviser, ISBA)
Mrs Kerry Cooke	Team inspector (Deputy head, IAPS school)