

# Lion House School

The Old Methodist Hall, Gwendolen Avenue, London, SW15 6EH

**Inspection dates** 20–22 May 2014

<b>Overall effectiveness</b>	<b>Outstanding</b>	<b>1</b>
Achievement of pupils	Outstanding	1
Quality of teaching	Outstanding	1
Behaviour and safety of pupils	Outstanding	1
Leadership and management	Outstanding	1

## Summary of key findings

### This school is outstanding because

- School leaders have extremely high expectations of adults and pupils which have led to rapid improvements in all aspects of the school's work since the last inspection.
- Leaders ensure that teaching is outstanding and enables pupils to make rapid progress in writing, reading and mathematics. Pupils of all abilities and backgrounds achieve extremely well.
- School leaders and staff are exceptionally committed and work very closely together to ensure that the programmes of study are the best possible.
- The school is welcoming and staff are skilled in engaging pupils of all abilities and cultures, and in developing their language and speaking skills very well.
- Pupils are exceptionally well cared for. The school has excellent arrangements in place to ensure that pupils are safe at all times.
- Pupils' behaviour is excellent. They are eager to learn, show high levels of respect for each other, and work and play together harmoniously.
- School leaders and staff are diligent in meeting the individual needs of all pupils in the school. They ensure that achievement is consistently high amongst all groups of pupils.

### Compliance with regulatory requirements

- The school meets schedule 1 of The Education (Independent School Standards) (England) Regulations 2010, as amended by The Education (Independent School Standards) (England) (Amendment) Regulations 2012 ('the independent school standards') and associated Requirements

## Information about this inspection

- This inspection took place with one day's notice.
- The inspectors observed 13 lessons and also looked at pupils' workbooks.
- Meetings were held with senior leaders, teaching staff and pupils. Documentation and policies, particularly those relating to safeguarding, welfare, and health and safety, were scrutinised. School development plans, evaluations and records of pupils' progress and test results were also examined.
- Inspectors took account of the 26 views of parents and carers recorded in Parent View (the Ofsted online questionnaire) as well as a recent survey conducted by the school.

## Inspection team

Peter Callaghan, Lead inspector

Additional Inspector

Zahid Aziz

Additional Inspector

## Full report

### Information about this school

- Lion House School is an independent, non-selective school for pupils between the ages of rising three and seven years of age. The school is situated in Putney, London. It was last inspected in 2008.
- The school was founded in 1986 by the present headteacher who is the sole proprietor. There is no governing body or set of trustees.
- There are currently 50 pupils on roll in the main school from Reception to Year 2 taught in three separate classes. In addition, there are 65 children on roll in the Nursery which was included within this inspection.
- The majority of pupils are of White British heritage and the remainder are from a range of minority ethnic backgrounds. There are a minority of pupils who speak English as an additional language.
- One pupil has a statement of special educational needs.
- The school uses alternative provision at a local leisure centre, tennis club and sports ground for physical education.

### What does the school need to do to improve further?

- Ensure that there is a good checking system to measure pupils' progress from their starting points until the time that they leave.
- Ensure the school's assessments are accurate by considering the use of external assessors.
- Ensure that the pupils' progress in mathematics in Year 2 matches rates of progress in reading and writing.
- Give pupils even greater opportunities to take on responsibilities.

## Inspection judgements

### Achievement of pupils

### Outstanding

- Children get a very good start in the Nursery and Reception classes, and make rapid and sustained progress from starting points which are typically in line with expectations for children of this age. At the end of Reception, almost all children are working at or beyond what is expected at this age.
- Individual records of learning, including photographs, observational notes and pupils' work, indicate that all groups of pupils make excellent progress in writing, reading and mathematics because of consistently good or outstanding teaching and a highly effective curriculum. Leaders ensure that all have an equal opportunity to succeed. However, the pace of progress in mathematics, although good, in Year 2 is a little slower than that for reading and writing.
- Pupils have excellent reading and comprehension skills, and read widely across many subjects at levels well above those expected. Evidence in pupils' work indicates that they learn and achieve exceptionally well.
- Disabled pupils and those who have special educational needs learn very well. Pupils who have individual education plans make very good progress. Many are able, after a short period, to integrate into classes without the need for a high level of individual support. More-able pupils do particularly well, with some achieving much more than the expected rates of progress in reading, writing and mathematics. Pupils from different ethnic groups and those who speak English as an additional language are enabled to make rapid progress, for example, in developing their literacy skills.
- Examples of pupils' creative writing displayed on a "Look to see how I have improved" noticeboard demonstrate their rapid and sustained progress. Pupils use these examples to help them to make accurate assessments about how well they are doing and what they need to improve. Most parents and carers consider that they are well informed about their child's progress and are very positive about the school.
- Pupils are very well prepared for entrance examinations into other schools and have been significantly successful in gaining entry into selective preparatory schools of their choice.

### Quality of teaching

### Outstanding

- Much of the teaching in the Early Years Foundation Stage and Key Stage 1, and in most subjects, is outstanding and is never less than consistently good. There is an excellent range of activities provided in the early years setting to develop children's skills. First-rate support is provided by teaching assistants to ensure that children remain engaged with their learning. Children's play is very purposeful both indoors and outdoors, and teachers make the best use of incidental opportunities to enhance children's learning.
- All teachers are highly committed and have consistently high expectations. They enjoy working with pupils and have good relationships with them. This makes pupils' learning experience enjoyable and safe. Teachers plan learning that enhances pupils' knowledge and understanding very well. They skilfully question pupils and check their understanding. Pupils are keen to attempt to answer questions. Teachers give constant encouragement and are very skilful in removing any barriers which hold back pupils from having the confidence to express their ideas or give answers freely.
- The teaching of literacy is imaginative and sustains pupils' interest, and there is an emphasis on creative writing which is well presented and celebrated. The teaching of numeracy employs suitable approaches and challenges to suit all capabilities, and most pupils attain well-above-average results.
- Teachers are well organised and know their subjects well. Detailed long-term, weekly and daily plans are informed by the comprehensive assessments teachers make of pupils' progress.

Learning activities capture and sustain pupils' interest, for example, with the use of a variety of resources and challenges which move pupils' learning forward rapidly.

- Pupils read together and are heard to read almost daily.
- Consistently high-quality marking of homework and written work ensures that pupils know how well they are doing and what they need to do to improve. Pupils develop skills in assessing their own progress by, for example, looking at the excellent displays of their written work, artwork and photographs which celebrate their achievements.
- Contact between teaching assistants, class teachers and other staff is very effective and weekly discussions about pupils' attainment ensure that any with particular needs are well supported.
- Teachers give lots of encouragement and create many opportunities for pupils to grow in their self-confidence and self-esteem, for example, by rewarding pupils' work and deeds with a 'Star of the Week' award and presentations in assemblies.
- The school makes very good use of the off-site provision at a local leisure centre, tennis club and sports ground to promote pupils' physical well-being.

## Behaviour and safety of pupils

## Outstanding

- Behaviour is outstanding. Pupils have very positive attitudes and are keen to learn.
- The safeguarding and welfare requirements of the Early Years Foundation Stage are met.
- The school environment is a harmonious and friendly one and pupils look forward to coming to school. Pupils are keen to take on more responsibilities beyond serving as class monitors and would like to have a school council.
- Almost all parents and carers feel that pupils are safe and behave well. Pupils listen very well, sustain their interest and demonstrate high levels of concentration in lessons.
- All pupils, including children in the Early Years Foundation Stage, show a strong sense of belonging. They enjoy very good relationships with the adults in school, and believe that teachers are kind and are very good at looking after their safety. Pupils conduct themselves very well at different times of the day, including at lunchtime and in the playground, where there are ample opportunities to use the excellent play equipment safely.
- There is no bullying and pupils feel safe because friends support each other and they know teachers care about their safety.
- Pupils develop skills in assessing their own progress, for example, through looking at the excellent displays of their written work, artwork and photographs which celebrate their achievements. Every pupil is encouraged to develop their self-confidence and esteem, for example, through active participation in the many school assemblies and events.
- The promotion of pupils' spiritual, moral, social and cultural awareness is outstanding. Pupils' spiritual awareness is promoted through assemblies; topic work; personal, social and health education (PSHE); and religious education, where pupils learn about a wide range of faiths. The school helps pupils to value others. They develop a good understanding of moral, social and cultural issues through subjects and school activities including being members of sports teams, fundraising, and supporting charities such as Christian Aid, Shelter and Red Nose Day. Pupils have a well-developed sense of right and wrong.
- Pupils develop their knowledge and skills very well through a wide range of cultural activities and visits, for example, to the Science and Horniman Museums, a theatre and a zoo. The school makes a very significant contribution to the local and wider community through many charitable events such as organising cake sales.
- Attendance is above average and pupils are punctual in arriving at school and to lessons.
- The school's arrangements for safeguarding and child protection are outstanding. There are excellent safeguarding procedures which all staff implement. The school is highly successful in keeping pupils safe whether in school or during activities off-site. Pupils are taught how to stay safe online and know, for example, to report any inappropriate images. Teachers know how to

respond quickly if any issues arise.

## Leadership and management

## Outstanding

- The proprietor/headteacher's leadership is characterised by a high level of commitment, passion and an uncompromising drive to improve further the highest levels of personal development and achievement. Middle leaders, such as the Key Stage 1 and Early Years Foundation Stage leaders, share her vision of high expectations and the attention to detail. Leaders base their actions on a thorough understanding of the school's performance and of staff skills and pupils' achievements. The headteacher manages the financial resources efficiently, and deploys staff and resources to the benefit of all groups.
- There are excellent systems for checking the quality of teaching. Leaders have an accurate overview of its quality. Leaders both challenge and support teachers in improving, and provide training, especially for those new to teaching. Leaders have brought about improvements in the quality of teaching since the last inspection to raise levels of achievement in reading, writing and mathematics. They accomplish this through regular appraisals of teachers' work.
- Effective systems for assessing pupils' work against individual targets, national benchmarks and common entrance standards have been introduced. Leaders know the school well and accurately identify the right areas for improvement. However, the checking system to measure pupils' progress from their starting points until the time they leave is not as strong as it might be. Leaders could consider the use of external assessors to ensure the school's assessments are fully accurate.
- The programmes of study (the curriculum) promote ambition in pupils and provide opportunities for them to reach their potential. Leaders ensure that the programmes are broad and rich, and meet the needs, aptitudes and interests of all pupils. There is a great emphasis on sport and recreation, including individual and team games, which pupils enjoy and benefit from. There is a rich and varied programme of additional activities such as dramatic and musical productions and off-site visits, and visiting speakers to the school.
- The school has developed its provision for science with a Science Week and more resources for the teaching of science. A new handwriting policy has resulted in the excellent handwriting found in pupils of all ages.
- Communication with parents and carers is excellent. The school website provides all the required information for parents and carers, and is supplemented by additional booklets, letters and regular newsletters.
- Leadership and management of the Early Years Foundation Stage is outstanding. Checks on the quality of teaching and children's learning ensure children make exceptional progress. Leaders are improving the provision through links with other settings and in using external moderators to validate the school's assessments.

## What inspection judgements mean

School	
Grade	Judgement
Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires improvement
Grade 4	Inadequate

Detailed grade characteristics can be viewed in the *Non-association independent school inspection handbook* which is published on the Ofsted website: [www.ofsted.gov.uk/resources/140053](http://www.ofsted.gov.uk/resources/140053).

## School details

<b>Unique reference number</b>	101087
<b>Inspection number</b>	443488
<b>DfE registration number</b>	212/6391

This inspection was carried out under section 162A of the Education Act 2002, as amended by schedule 8 of the Education Act 2005, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

<b>Type of school</b>	Non-selective, first school
<b>School status</b>	Independent school
<b>Age range of pupils</b>	3–8
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	50
<b>Number of part time pupils</b>	65
<b>Proprietor</b>	Jane Luard
<b>Headteacher</b>	Jane Luard
<b>Date of previous school inspection</b>	21 April 2008
<b>Annual fees (day pupils)</b>	£1,512–£4,145
<b>Telephone number</b>	020 8780 9446
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