



ISI Independent
Schools
Inspectorate

Regulatory Compliance and Educational Quality Inspection Reports

Lammas School

November 2019



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School's Details

School	Lammas School			
DfE number	891/6016			
Address	Lammas School Lammas Road Sutton-in-Ashfield Nottinghamshire NG17 2AD			
Telephone number	01623 516879			
Email address	information@lammas-school.co.uk			
Headteacher	Ms Sara Baldry			
Proprietor	The Nisai Group			
Age range	5 to 19			
Number of pupils on roll	39			
	Juniors	12	Seniors	27
	Sixth Form	0		
Inspection dates	5 to 7 November 2019			

1. Background Information

About the school

- 1.1 Lammas School is a co-educational day school for pupils aged from five to nineteen, although there are currently no sixth-form pupils. It operates on a site where there has been a school since the seventeenth century and opened as an independent school in 1981. The school consists of a primary school for pupils up to the age of 11 and a senior section for older pupils, all contained within the same building. In September 2017 it became part of the Nisai Group, which oversees the school.

What the school seeks to do

- 1.2 The school seeks to provide pupils with the skills needed for the modern world: communication, collaboration, critical thinking and creativity.

About the pupils

- 1.3 Pupils come from a range of professional and business families from the immediate and wider school area. They demonstrate a broad range of abilities. The number of pupils identified by the school as requiring support for special educational needs and/or disabilities (SEND) is twelve. They require support with a range of learning, behavioural and emotional needs including dyslexia, attention deficit syndrome and social phobia. Four pupils have an education, health and care (EHC) plan and one pupil has English as an additional language (EAL). Their needs are supported by their classroom teachers and teaching assistants. Those pupils identified as being more able have their needs met through individual attention in small classes.

2. Regulatory Compliance Inspection

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. Accordingly, inspection records whether the school meets each of these standards, which are arranged in eight Parts, each of which is divided into separate paragraphs. Additionally, the inspection reports 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. It comments on the progress made by the school in meeting the compliance action points set out in the school's most recent statutory inspection.

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 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.

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 a REGULATORY COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY, the report of which appears later in this document. The 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.

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 full regulations and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#).

Key findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014 and associated requirements, and no further action is required as a result of this inspection.

PART 1 – Quality of education provided

- 2.2 In the junior school, the school uses its own framework to determine attainment, instead of the national framework.
- 2.3 At GCSE in the years 2016 to 2017, performance has been in line with the national average for maintained schools. In 2018 it was above the national average.
- 2.4 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.
- 2.5 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 variously 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.

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.

All independent schools are required to meet the requirements of the Independent School Standards. 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'.

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 sound.

- Pupils generally demonstrate sound knowledge, skills and understanding across the curriculum but develop their information and communication technology (ICT) skills inconsistently.
- Pupils have good communication skills.
- Pupils have positive attitudes to learning and work hard in lessons.
- Pupils' progress is hindered by some teaching that fails to engage or challenge them.
- Pupils' development of a wider range of skills is limited by the small number of opportunities to develop them outside the classroom.

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

- Pupils are quick to develop their self-confidence.
- Pupils have a clear sense of right and wrong, as reflected in their excellent behaviour.
- Pupils are very accepting and respectful of each other's differences.

Recommendations

3.3 The school is advised to make the following improvements:

- Enable pupils to make consistently good progress by ensuring that all teaching provides sufficient challenge.
- Extend pupils' skills and experience by providing a broader extra-curricular programme and enabling pupils to develop their ICT skills through application in varied contexts.

The quality of the pupils' academic and other achievements

3.4 The quality of the pupils' academic and other achievements is sound.

3.5 In the senior school, pupils develop secure knowledge and understanding across most areas of learning. In a Year 8 geography lesson, pupils successfully expanded their understanding of the concept of population because teaching challenged them to learn proactively. However, pupils make slower progress on occasions where teaching lacks pace and challenge, resulting in limited opportunities for them to develop their skills. The majority of the small proportion of parents who responded to the pre-inspection questionnaire felt that the school does not always help pupils develop their skills for the future and inspection evidence supports this view. Pupils appreciate and benefit from the small class sizes, individualised timetables and the personal attention and feedback they receive, and not least from the support of teaching assistants who are deployed effectively throughout the school. Pupils' technological, aesthetic and creative knowledge, skills and understanding are less well developed for their ages because of the relatively narrow curriculum and a limited number of co-curricular activities. Pupils are, however, generally able to link their knowledge effectively across different subject areas and build confidently on their prior learning. For example, GCSE historians were able to make sensible inferences from a source on the Night of the Long Knives, based on prior knowledge. Primary school pupils acquire sound knowledge and skills across all areas of the curriculum, though their learning is hindered by the inconsistent application of the feedback and marking policy, because pupils do not always understand clear next steps to enable progress.

- 3.6 Inspection evidence from lesson observations and work scrutiny in both the primary and senior schools shows that most pupils, including those with SEND or EAL, make appropriate progress in relation to their starting points. A small number of pupils exceed expectations for their age. In the senior school, pupils say that they feel empowered to set themselves ambitious personal targets because of the support and encouragement of their teachers. For the years 2016 to 2018, the most recent years for which national comparative data are available, GCSE results are in line with national averages in 2016 and 2017, and above the national average in 2018. In the senior school, regular tests give pupils the reassurance that they are meeting their goals and they agree that this helps them to learn and make progress, but junior school pupils do not benefit from such testing. This initiative is supported by leadership and governance who track pupil progress, thus ensuring that timely interventions can be made to help keep pupils on target for success.
- 3.7 Most pupils have good communication skills. Some senior school pupils communicate very well in lessons. More able pupils enjoy the challenge of discussing and debating. They communicate confidently with adults and with one another and speak well in front of audiences. These pupils are articulate and can speak with passion, conviction and confidence, as seen in a Year 11 discussion about gun crime in the USA. Pupils generally display a sound command of technical terms and vocabulary. In GCSE biology, most pupils were able to recall successfully the terminology for different parts of the heart. Pupils listen attentively, both to their teachers and each other, and some participate well. Those pupils who have the confidence to do so challenge each other's views constructively and sensitively. Some write fluently and effectively and know how to increase the refinement of their language; others make appropriate progress in their writing relative to their starting point. In the primary school, pupils communicate well, not only with their peers but also with adults they encounter in school. More able pupils are articulate and sometimes use sophisticated language when conversing. This is also evident in a small amount of written work. More able pupils in the primary school are adept at discussion. This enables them to share ideas successfully and acquire factual knowledge when they are given the opportunity. For example, in a history lesson, older pupils discussed Victorian clothing using some of the technical language associated with the topic.
- 3.8 Pupils' ICT skills are appropriate for their age but show limited development in the senior school. There was little evidence in lessons or in the work scrutiny of pupils applying ICT skills across the curriculum and there is little opportunity to study ICT as a separate subject beyond the computer studies option available in Year 11. Pupils say they are able to use spreadsheets, word processing and presentation software in some subjects, for example in history, science and geography, but their development is hampered by the absence of a systematic, structured approach to the use of ICT to enhance learning across all areas of the curriculum. Consequently, pupils are limited in their development of research skills and engagement in independent study. A small number of pupils benefit from the online learning platform developed by the school's proprietors. This enables some pupils to extend their choice of options at GCSE profitably, for example by studying psychology online. Pupils with SEND enhance their progress through effective use of these available resources. In the primary school, pupils' development and use of ICT to improve their learning is limited to simple activities such as researching animals and completing quizzes.
- 3.9 In the primary school, pupils enjoy opportunities for independent study outside the use of ICT and use reference material competently to formulate questions they would like to pursue about a topic. For example, they explored why Sir Arthur Conan Doyle was an important Victorian successfully. The culture of collaboration in the primary school enables pupils to work confidently together on joint projects, for example creating a model of a digestive system. Pupils acquire good basic skills for learning in the senior school. They occasionally work together productively, though many prefer to work alone. They take a pride in what they do. This is evident from the good standards of presentation, volume of work and organisation seen in the work scrutiny. Most pupils tackle difficult problems without fear of failure and ask questions to clarify their understanding. They develop good work habits and manage their time effectively. When they are challenged in their GCSE courses to hypothesise and to be analytical and evaluative, they show some evidence of higher-level thinking skills, though such

opportunities are limited lower down the school. For example, in a Year 11 art lesson pupils demonstrated the ability to evaluate the work of a wide range of artists and apply these artists' approaches to their own work. In geography fieldwork, they successfully tested out hypotheses and synthesised significant amounts of information.

- 3.10 Senior school pupils are competent mathematicians overall, though many lack confidence in this area, and need a lot of guidance. They are able to apply their mathematical knowledge and understanding to other areas of the curriculum and thus develop their confidence, for example in geography and science lessons, but such opportunities are limited. Despite the fact that a number of pupils interviewed said they do not find mathematics easy, they do persevere and make appropriate progress. In the primary school, pupils' acquisition of numeracy skills is sound, particularly in Years 3 and 4, where they are able to manipulate numbers and apply their skills to new problems successfully. Like their senior school counterparts, they show good levels of resilience when problems are more complex and are able to draw upon a number of different strategies. For example, Year 4 pupils were successful in their attempts to find different ways of making a four-digit number by following a set of given rules.
- 3.11 Pupils' pursuit and development of their own academic or other interests and talents beyond the classroom is limited because of the lack of clubs and co-curricular activities. Their experience of achieving success in sporting or academic competitions or the performing arts is limited to participation in inter-house sport, though their achievements outside school are encouraged and celebrated in assemblies.
- 3.12 Pupils' attitudes to learning are generally good in the senior school. They demonstrate an ability to concentrate and persevere, even when teaching is less challenging or engaging. They are determined, they have a good work ethic and they respond enthusiastically to guidance. They are well-motivated and self-disciplined. Pupils' attitudes to learning are well-developed in the primary school. They enjoy learning and understand the part they have to play in responding to the advice they are given. They behave well in class and enjoy working together. They have a strong sense of what can be achieved collaboratively and seek the advice of others when they find the work challenging.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is good.
- 3.14 Throughout the school, pupils demonstrate good levels of self-awareness. Junior school pupils talk confidently and positively about the challenges they face as learners and how they have overcome them, for example improving their handwriting or assimilating knowledge. All pupils have a good idea of their strengths and weaknesses. They reflect on the feedback of their teachers and take the initiative to identify areas for improvement. A minority of pupils in the pre-inspection questionnaire expressed reservations about the effectiveness of teachers' marking. Inspectors found that whilst some of the marking of books and folders is not always constructive or up to date, individual feedback in lessons helps pupils to choose their next steps appropriately. Most pupils demonstrate a growing self-confidence as they move up through the school. Pupils who arrived at the school with low self-esteem express gratitude for the way in which their teachers have helped them to grow in confidence and self-esteem so that they are now, for example, happy to speak in front of others. Encouraged by leadership and management, pupils are not afraid to share their feelings with teachers and are able to recognise when they need help, for example using time-out cards to gather themselves when they feel under pressure. Pupils show a good level of perseverance when faced with challenges, supported by the nurturing and non-judgemental environment of the school. They are not afraid to make mistakes because they are confident that their peers and teachers will listen to them respectfully and sympathetically. Senior pupils feel that because of the positive encouragement and clear expectations of their teachers they have developed a good level of self-discipline, for example in their approach to homework, as evidenced in the work scrutiny.

- 3.15 Pupils have a good moral understanding. Their behaviour is excellent. The majority of parents responding to the pre-inspection questionnaire agreed that the school actively promotes good behaviour and all pupils agreed that the school expects them to behave well. In both parts of the school, pupils are extremely polite and helpful, respectful both of one another and the adults in their lives. Primary school pupils listen carefully, take turns and demonstrate that they can regulate their own feelings. They are self-disciplined and show maturity in formulating their own class rules. They wear their uniform with pride. All pupils show a strong understanding of the school rules and take responsibility for their own behaviour, understanding the importance of making the right choices. They appreciate the clear boundaries and expectations promoted by the school leadership. They have a very strong sense of right and wrong and are not afraid of reminding their peers about their obligations. Older pupils act as excellent role models for the younger pupils. They are clear that they do not tolerate bullying and are very proud of the inclusive nature of their school. Pupils have a strong sense of values, and this is evident in the way they conduct themselves in school and interact with others. They acknowledge when they are in the wrong and show remorse.
- 3.16 Pupils have a secure understanding of how to stay safe online. They know they can draw upon a range of strategies if they have any concerns. They can describe with ease the features of a well-balanced lifestyle and in particular they talk confidently about mental well-being. They understand the importance of assuming responsibility for their mental health and taking advantage of the listening culture that prevails to share problems and concerns before they become insurmountable. They have a good understanding of what a healthy diet means and the importance of physical activity, although opportunities for this in school are limited.
- 3.17 Pupils make sensible decisions that have a positive impact on their own well-being or academic performance. For example, older pupils make mature choices about attending voluntary after-school booster sessions in their GCSE subjects, or how to organise their revision time. Primary school pupils choose how to present their homework to demonstrate understanding of the topic they are studying. They have limited opportunities to make decisions about their school life, but they take pride in exercising their right to choose when they can. For example, Year 11 pupils make informed decisions about the next stage of their education and they recently put forward reasoned arguments for changing the timing of their mock examinations. Different year groups are encouraged to make informed decisions about the destination for their annual residential trip.
- 3.18 In the junior school, pupils develop their spiritual understanding effectively, for example through the study of different religions or taking delight in the natural world in science lessons. They show strong aesthetic awareness in the art they produce and a sensitivity in their response to poetry. They enjoyed an opportunity to spend time in silent reflection during a recent visit to a local synagogue and appreciate moments in the classroom when they can be mindful by listening to calming music while they work. Senior school pupils appreciate the non-material aspects of life appropriately. For example, a group of pupils who attended an event organised by the 'WE' charity spoke of being inspired by speakers who promoted the possibilities for young people to make a difference to the planet and the importance of community.
- 3.19 Although they often work individually in class, pupils are able to collaborate effectively on tasks and projects, forming productive social and working relationships with each other. They demonstrate this in their charity work and in projects such as making a model of a river basin in geography or a model of atomic structure in science. They recognise how their individual input can contribute towards a common goal. They show concern for each other and are sensitive to each other's feelings and opinions. Older pupils are positive role models for younger pupils and pupils from different year groups mix comfortably and naturally together. Pupils have limited opportunities, however, to develop teamwork outside the curriculum.

- 3.20 Pupils have a well-developed sense of social responsibility. They contribute positively to the school community, for example acting as informative guides on open mornings or participating in charity events organised by the school, such as a recent coffee morning. Senior pupils listen to primary school pupils read. They enjoy raising funds for charity and demonstrate a sense of pride in helping those less fortunate than themselves. Fundraising activities are initiated through the house system, so the pupils themselves choose which charities to support, and pupils of all ages have the opportunity to work together effectively as a team. Contribution to the local community is limited to occasional help in charity shops, singing in a local care home and helping to tidy the neighbouring churchyard. Pupils say that they would like to do more of this type of work. They have a sound understanding of the challenges experienced by others in their own community and beyond and are very keen to contribute where they can, but opportunities are limited.
- 3.21 Pupils respect and appreciate classmates from other cultures or faiths. They value kindness and friendship over differences and enjoy learning about other customs and traditions, whilst showing a regard for the values underpinning British society. They show empathy and compassion in their dealings with each other. The majority of parents responding to the pre-inspection questionnaire agreed that the school actively promotes values of respect and tolerance of other people.

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 the chair of governors and attended form meetings. 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 Stephen Fox	Reporting inspector
Mr Michael Evans	Accompanying inspector
Mr Devin Cassidy	Compliance team inspector (Headmaster, HMC school)
Mrs Samantha Gibbons	Team inspector (Deputy head, ISA school)
Mr Robert Lobatto	Team inspector (Head, ISA school)