



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Report

Lady Lane Park School

March 2022

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School's Details

School	Lady Lane Park School			
DfE number	380/6107			
Address	Lady Lane Park School Lady Lane Bingley West Yorkshire BD16 4AP			
Telephone number	01274 551168			
Email address	secretary@ladylanepark.co.uk			
Headteacher	Mr Nigel Saunders			
Proprietor	Mr Ali Khan (Alpha Schools Holdings Ltd)			
Age range	2 to 11			
Number of pupils on roll	148			
	EYFS	49	Juniors	99
Inspection dates	15 to 18 March 2022			

1. Background Information

About the school

- 1.1 Lady Lane Park School is a co-educational day school, established in 1988. It was initially privately owned before becoming part of the Nord Anglia Schools group. In 2013, ownership passed to Alpha Schools Holdings Ltd which owns 20 schools throughout the UK. The school is governed by the directors of the company, but also has an advisory board which meets once every term. The school consists of a nursery, which is located on a separate but adjacent site, a pre-prep and a prep school.
- 1.2 The inspection took into account the circumstances faced by schools during the COVID-19 pandemic and the restrictions imposed by government guidance at various points of the pandemic.

What the school seeks to do

- 1.3 The school aims to educate and develop all pupils in a happy, caring community that places individuals at its heart and allows everyone to succeed within a happy, secure and professional environment, which ensures a seamless continuum of education with a strong home-school partnership. The school seeks to offer a full and varied curriculum that is both challenging to the able pupil and supportive to the less able. It seeks to help pupils on their journey through life and so enable them to grow into safe, caring, democratic, responsible and tolerant adults who make a positive difference to the local community, British society and the world.

About the pupils

- 1.4 Pupils come from a range of cultural backgrounds. Nationally standardised test data provided by the school indicate that the ability of the pupils is broadly average with a wide range of abilities represented. The school has identified 24 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia, all of whom receive additional specialist help. There are no pupils in the school who have an education, health and care (EHC) plan. English is an additional language (EAL) for 20 pupils, none of whom require support for their use of English. Data used by the school have identified 8 pupils as being the more able in the school's population, and the curriculum is modified for them and for 13 other pupils because of their special talents in sport, drama, music and art.

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, except in so far as they are lawfully excused. 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'.

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

<i>School name</i>	<i>National Curriculum name</i>
Nursery	Nursery
Form 1	Reception
Form 2	Year 1
Form 3	Year 2
Form 4	Year 3
Form 5	Year 4
LVI	Year 5
UVI	Year 6

Key findings

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

- Across all ability groups, rapid progress is made across all areas of the curriculum from a broad range of starting points.
- Pupils' attitudes towards their learning are positive, supportive and pro-active; they have an outstanding work ethic and understand how to take ownership of their own learning.
- Progress in mathematics is excellent; from Nursery onwards, pupils enjoy working with number and, by the end of Year 6, they apply their skills effectively across the curriculum.

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

- Pupils demonstrate high levels of self-confidence and awareness and understand what they do well and what they could improve.
- Pupils have a well-developed sense of right and wrong; they treat each other, the staff and visitors with natural courtesy and respect.
- Pupils have a deep respect for and appreciation of diversity in the school and wider society; their relationships and actions are based on the notion that difference in all its forms should be celebrated.

Recommendation

3.3 The school should make the following improvement.

- Ensure that pupils develop the skills to use technology across the full range of the curriculum.

The quality of the pupils' academic and other achievements

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

3.5 The school's aim to offer a full and varied curriculum that is both challenging to the able pupil and supportive to the less able is successfully met. Pupils from Nursery onwards make excellent progress from a broad range of starting points. National Curriculum tests have not been available in the last two years, but the data available, including the results of standardised tests in English and mathematics, scrutiny of books and lesson observations, show attainment to be good in relation to national age-related expectations. Pupils achieve excellent results in entrance examinations to senior schools with high standards of entry, and over the last three years all pupils have gained entrance to their first-choice senior schools many with awards or scholarships for their academic success, music, drama, ballet, gymnastics and sport.

3.6 From an extremely broad range of starting points, children in the Early Years Foundation Stage (EYFS) make a high rate of progress. A highly personalised programme of activities ensures that their interests and aptitudes are identified and developed successfully over time. A thorough tracking process is used to identify children who require extra support so that appropriate strategies can be introduced to narrow any gaps in learning. Equally, the most able children successfully extend their learning and challenge their thinking, supported by a range of engaging activities. Children enjoy their learning and are active and independent learners from the earliest stage in Nursery where they independently choose resources to undertake a wide range of activities and confidently use their preferred writing tools to develop their mark-making skills to a high standard. Rapid independent learning was evident in Reception as pupils successfully re-told a story on a large scale and wrote and illustrated the story in their own words. Pupils' needs are well understood. Teachers are excellent role models, and detailed communication between staff ensures that planning for the broad range of needs is detailed and personalised, resulting in excellent outcomes for all pupils.

3.7 Pupils with additional needs make rapid progress because of the excellent quality of support provided by teaching staff who manage their learning styles effectively. Sensitively targeted support in lessons is overseen and reviewed regularly by the special educational needs co-ordinator. The most able pupils extend their own learning in lessons by taking on the super challenge work provided in all lessons. Teaching staff are particularly skilful in providing appropriate levels of challenge and, from a very early stage, all pupils make their own decisions about the level of work to tackle, depending on how confident they feel with a particular area of study. Pupils' skills for problem-solving and investigation are particularly well developed. The opportunities the proprietor provides for teachers to share good practice across the range of schools represented in the wider group has ensured that pupils of all abilities are provided with an experience that meets their needs well.

3.8 From the earliest stage, pupils learn to evaluate their work and, through opportunities for peer review, they successfully improve their own and others' learning. They are not afraid to take risks with their learning or contribute their own ideas in the certain knowledge that they will be supported and praised for their efforts. As a result, they are resilient and demonstrate an excellent ability to take ownership of their learning. In a science lesson, for example, older pupils constantly evaluated their ideas regarding their work on the stretchable qualities of slime and suggested new ways to complete the challenges offered. Regular high-quality marking and verbal feedback are provided in a way that constantly challenges the pupils to think for themselves first, ensuring that their own process of reflection and review is fully embedded.

- 3.9 Pupils of all ages express their ideas articulately, both verbally and in writing. Younger children confidently discuss stories and enjoy predicting what might come next. They apply their knowledge of the sounds letters make to recall and write their own version of a story using highly plausible spelling attempts for complex words. Older pupils demonstrate a mature and thoughtful approach to their written work. They develop their work using a range of techniques such as recording scenes in which they interview potential witnesses and use what they learn to complete their newspaper reports on a theme developed through the use of a wordless book. Pupils speak confidently in a wide range of contexts, and lively debate was evident as pupils discussed whether what we are currently being told in the media about Ukraine is a form of propaganda. Regular participation in speech and drama lessons and opportunities for debate support the development of excellent speaking and listening skills. Pupils' ability to write at length develops rapidly as pupils move through the school. Pupils write fluently using a number of different genres, as was demonstrated through persuasive letter writing and poetry which has since been published.
- 3.10 Pupils of all abilities demonstrate excellent progress in mathematics over time. Pupils enjoy mathematics and develop very good core skills which they apply enthusiastically to problem-solving and other curriculum subjects. Younger pupils in Reception demonstrate advanced use of number as they confidently write numbers to 100 and then are challenged to write a number line to 100 in tens, fives and finally threes. Older pupils use a range of mathematical skills confidently. For example, when explaining the correlation between place value, decimals and fractions. The most able mathematicians demonstrate highly effective problem-solving skills. This was demonstrated by members of the school council as they worked out the profit for their bake sale fund-raising event. They work well above expectations having been consistently challenged to extend their own learning.
- 3.11 Pupils develop confident and competent skills for the use of technology. Using a range of devices, they learn how to code, use the internet effectively for research and use presentation software confidently to deliver engaging assemblies and record their work in interesting and creative ways. Younger pupils demonstrated these well-honed skills as they successfully researched an historical monarch of their choice and then created an animation to show others what they had discovered. Effective use of coding skill was seen as older pupils confidently designed and programmed multi-level games of increasing difficulty. Use of technology across the wider range of the curriculum is less well developed as time in the computer suite is limited to timetabled sessions and mobile technology in the classroom is not readily available.
- 3.12 Skills for the performing arts develop rapidly from an early stage, as all pupils from the Nursery onwards have regular opportunities for performance and for specialist teaching for dance, music, and drama. The wide range of opportunities the pupils have to perform results in confident and capable performances at all levels. Young pupils develop a genuine love of music through singing together or exploring the sound of different instruments. Many pupils play an instrument and are successful in music board examinations. Pupils have been successful in a number of local events such as the Lord Mayor's Festival of Talent and relish the opportunity to sing at large-scale national events. Pupils of all ages express themselves confidently and take an active role in lessons, assemblies and when applying for roles of responsibility. Skills for artistic endeavour are well developed, resulting in the completion of the gold Artsmark Award. Pupils work with a wide range of materials and styles with excellent results.
- 3.13 Pupils actively enjoy the range of sports available to them. Sporting ability at a high level is evident as the pupils move up the school, resulting in a good range of success in local and regional competitions. A recent upgrade of the playing field has improved opportunities for sport of all kinds. Pupils of all ages develop their physical fitness and skills for particular sports due to high-quality teaching and coaching. All pupils have the opportunity to represent their school in matches and develop their skills well as a result. Individual pupils have been chosen to play for the junior section of a professional football league team and to dance with a professional ballet company at a local theatre. A number of talented pupils have achieved sports scholarships to their senior schools.

- 3.14 Pupils develop their own interests and talents to a high level through a wide range of extra-curricular opportunities. This programme of clubs and activities provides pupils with many opportunities to develop a range of their own interests, including chess, music, ballet, individual and team sports, and craft. A very small minority of parents felt that the school does not provide a suitable range of extra-curricular clubs, but the inspection team felt that, for the size of the school, the programme is of good quality and range.
- 3.15 Pupils' attitudes to learning are exceptionally positive. They are highly enthusiastic, curious, extremely supportive of each other and understand how to make positive decisions about their learning or future success. They delight in working together to achieve common goals, as demonstrated during the inspection visit when the younger school councillors took on the job of organising and running a bun sale in the absence of the older pupils who were on a school trip. They demonstrate mature levels of independent collaborative working from an early age.

The quality of the pupils' personal development

- 3.16 The quality of the pupils' personal development is excellent.
- 3.17 Pupils have an extremely well-developed level of maturity by the time they move on to their senior schools. The school aims to provide a happy, caring community that places individuals at its heart and allows everyone to succeed, and this aim is met successfully. The senior leadership team's close day-to-day involvement with the pupils and their committed engagement with all aspects of school life contribute greatly to the very positive ethos and culture of the school. Pupils feel valued and secure within an environment they describe as one big family. Pupils appreciate the way that the reflective management team regularly consults with them to develop and promote systems for personal development and the way that the community works for them across the age range of the school. Pupils have been instrumental in refining the way the colour-coded behaviour system is used to ensure it works effectively for them. The well-structured assembly programme, daily opportunities to spend time with their class teachers and a thoughtfully designed personal, social and health education (PSHE) curriculum provides them with an excellent framework in which to develop their knowledge of themselves and their place in the wider world. Pupils develop confidence and resilience through the wide range of opportunities for them to take on meaningful responsibilities within the school from a young age. They know that their efforts will be acknowledged and celebrated and that, even when they get things wrong, they will be well supported. They are well prepared for the next stage of their lives.
- 3.18 From the EYFS onwards, pupils develop warm and positive relationships with their peers and adults alike. They are comfortable with themselves, develop their self-confidence and are noticeably supportive of their friends. The inclusive atmosphere of the school and seamless encouragement of their teachers help them to identify their own emotions and feelings which allows them to understand the impact of their decisions on themselves and others. From the earliest stage in Nursery, they learn to make positive decisions for themselves about their daily routines, their friendships, and their work and, as a result, they demonstrate great resilience as they tackle challenging new projects. At each transition, they are well prepared for the next stage of their educational journey.
- 3.19 Pupils are happy to articulate their thoughts on the non-material aspects of life and are developing a strong awareness of the importance of nature in their everyday lives. They express the view that these aspects of our lives cannot be taken for granted anymore and, as a world, we need to take urgent action to restore the balance between materialism and the natural world. Their strong awareness of the need to preserve the planet is developed through the school's commitment to outdoor learning and ecological awareness. Daily routines allow pupils the time and space to explore their beliefs and appreciate the quiet times they have to reflect and think about their day in assemblies and services led by the local priest. Their strong spirituality was particularly evident in the way that they sang together in the choir and reflected upon the impact music can have on their emotions. It was also

demonstrated in the natural way that they show genuine concern and care for the feelings of others as pupils in Year 6 gently collected the youngest children and brought them into assembly, sitting with them, reassuring them, and explaining what was happening.

- 3.20 From an early age, pupils demonstrate an extremely strong sense of right and wrong. They have an excellent understanding of and respect for the school's behaviour guidelines and understand why communities need rules and are able to adapt these to the wider world, thus recognising the need to respect the country's laws. As a result, behaviour in the school is excellent and pupils are quick to challenge actions that they do not accept. They respect the personalised reward and sanction system, and work openly with staff to ensure a happy and safe school environment.
- 3.21 An overwhelming majority of parents who responded to the inspection questionnaire felt that the school helps their children to develop good teamwork and social skills and build their confidence. The pupils' social skills are exceptionally strong. At all levels, they show genuine care and concern for each other, as seen when the oldest pupils support those in younger year groups, taking reading sessions with them or spending time just playing with them and making sure they are happy or providing a listening ear if they are concerned about anything. Rehearsing together for whole-school events such as the summer celebration, working collaboratively in class when solving problems or helping to organise house events are all ways in which pupils demonstrate high levels of social awareness.
- 3.22 Pupils of all ages relish taking on a wide range of responsibilities within the school. They enjoy collecting ideas to discuss at the school council, and younger members of the group proudly show off the book they use to collect these ideas. Dance captains support their teachers in clubs, and house and sports captains confidently report on success in matches in assembly and organise school events. Through their work across the wide range of roles, they are keen to make an active contribution which benefits their school and the wider community. This was seen as a member of school council proposed the introduction of a school greenhouse in which pupils could grow fruit and vegetables to reduce the carbon footprint of the school. Contribution to the wider community is a fully embedded part of school life. Pupils are actively involved in choosing and organising a wide variety of activities to raise money for charity on an almost monthly basis. Older pupils take on events that involve considerable work such as the Three Peaks Challenge which also provides opportunity to raise funds or organise collections for the Salvation Army, a local hospice or other local support organisations.
- 3.23 Pupils show high levels of respect, tolerance and acceptance of different faiths, actively enjoying sharing their own customs with each other. The school welcomes pupils from many different religions and cultural traditions and this supports a natural approach to integration and acceptance. Pupils develop an increasing awareness of world faiths as they mature, and regularly share festivals with their peers from other faiths and backgrounds and explore other faiths in a week of activities dedicated to this. Older pupils warmly welcome new children to the school and are quick to offer them support and help to ensure that they settle in quickly and are happy in their new community.
- 3.24 Pupils of all ages have a strong understanding of what it means to stay safe physically, emotionally and when using technology to access the internet. Pupils and parents are overwhelmingly positive about the strategies employed to promote a healthy lifestyle. Younger pupils learn how to make healthy choices in their diet and understand that eating vegetables and fruit is a good decision. Older pupils deepen their knowledge of how exercise changes our bodies, how it affects the heart and helps to keep us healthy. Pupils are confident that the school is a safe learning environment where it is acceptable to express concern or anxiety openly in the certain knowledge that they will be listened to and support provided if they need it. Pupils' understanding of how to access the internet or use different technologies safely is secure. Awareness is built upon in an age-appropriate way supported by specialist teaching for all age groups in the use of modern technologies.
- 3.25 As pupils leave the school, they are very well prepared for the next stage of their education and ready to take on their future challenges as capable, resilient and confident young people.

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, 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, 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

Mrs Diane Gardiner	Reporting inspector
Mrs Charlotte Bingham Brindley	Compliance team inspector (Director of compliance, IAPS school)
Dr Gerard Silverlock	Team inspector (Former head, IAPS school)