



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Report

Longacre School

June 2022

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School's Details

School	Longacre School			
DfE number	936/6315			
Registered charity number	1096567			
Address	Longacre School Hullbrook Lane Shamley Green Guildford Surrey GU5 0NQ			
Telephone number	01483 893225			
Email address	office@longacreschool.co.uk			
Headteacher	Mr Matthew Bryan			
Chair of governors	Mr Andrew Blurton			
Age range	2 to 11 years			
Number of pupils on roll	277			
	EYFS	74	Pre-prep	73
	Prep	130		
Inspection dates	7 to 10 June 2022			

1. Background Information

About the school

- 1.1 Longacre School is a co-educational independent day school located in the village of Shamley Green, Surrey. The school was founded in 1946. It became a charitable trust in 1985 and is administered by a board of governors. The school consists of the EYFS for children aged 2 to 5, the pre-prep for pupils aged 5 to 7 and the prep school for pupils aged 7 to 11.
- 1.2 Since the previous inspection, a new dining hall and an outdoor classroom have been built. A safe space, known as 'the bear hut,' has been created where pupils can share their concerns with an adult.
- 1.3 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

- 1.4 The school aims to educate pupils in an environment of adventure, discovery and inspiration. These characteristics are promoted by the school's belief that 'a happy heart goes all the way'.

About the pupils

- 1.5 Most pupils are drawn from a range of business and professional families living within 15 miles of the school. Data provided by the school indicate that the ability of the pupils is average when compared to those taking the same tests nationally. The school has identified 49 pupils as having special educational needs and/or disabilities (SEND), all of whom receive additional specialist help. One pupil in the school has an education, health and care (EHC) plan. Fourteen pupils have English as an additional language (EAL), and they are supported by their class teachers and specialist strategies to support individual pupils. Data used by the school have identified 41 pupils as being the most able in the school's population. The curriculum is modified for them and for 45 other pupils because of their special talents in co-curricular areas including art, drama, music and sport.

2. Regulatory Compliance Inspection

Preface

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

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

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

Inspections do not include matters that are outside of the regulatory framework described above, such as: an exhaustive health and safety audit; compliance with data protection requirements; an in-depth examination of the structural condition of the school, its services or other physical features; contractual arrangements with parents; an investigation of the financial viability of the school or its accounting procedures.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be referred to specifically in published reports in this document but will have been considered by the team in reaching its judgements.

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

Key findings

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

PART 1 – Quality of education provided

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

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

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

PART 3 – Welfare, health and safety of pupils

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

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

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

PART 5 – Premises of and accommodation at schools

- 2.12 Suitable toilet and changing facilities, and 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.

Key findings

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

- Pupils demonstrate high levels of academic achievement and are extremely successful in their achievements beyond the classroom.
- Pupils are excellent communicators; they speak with ease, confidence and charisma, and their written work is of high quality.
- Pupils' attitudes to learning are excellent.
- Pupils' research skills are not fully developed.

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

- Pupils show excellent levels of self-understanding and appreciate the importance of being resilient if they wish to succeed.
- Pupils develop highly positive relationships with each other and staff. They display a keen appreciation of the needs and feelings of others and are extremely willing to help and support their peers.
- Pupils display a mature commitment to serving the wider community.
- Pupils' spiritual understanding and an appreciation of non-material aspects of life is very well developed.
- Pupils' appreciation of cultural diversity within the wider world is not fully developed.

Recommendations

3.3 The school should make the following improvements.

- Enable pupils to synthesise a wider range of source materials when undertaking research in all subjects.
- Enable all pupils to develop a greater appreciation of cultural diversity within the wider world.

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 of all ages achieve high academic standards and make rapid progress from their starting points. All pupils who apply to senior schools with competitive entry requirements are successful in gaining

places, and some pupils choose to apply to non-selective schools. Several pupils are awarded scholarships each year. The experience of performing and speaking in public helps pupils to develop both confidence and self-control. The school's own assessments indicate that the achievement of pupils of all abilities is excellent in relation to age expectations. Pupils with SEND and EAL achieve very well due to high levels of support and timely interventions. More able pupils make rapid progress and comment that they relish the challenges they are offered in the exciting and interesting activities. Pupils' outstanding achievement is supported by meticulous monitoring by senior leaders and managers to ensure high-quality teaching and the close tracking of the pupils' progress. These processes help to ensure that all pupils have the best opportunities to achieve high standards. In the pre-inspection questionnaires, almost all parents agreed that teaching enables their children to make progress. The school meets its aim to provide a learning environment of 'adventure, discovery and inspiration' that promotes academic excellence.

- 3.6 Pupils' achievement beyond the classroom is excellent, particularly in art, drama, music and sport. Pupils gain confidence and experience in a very wide range of clubs provided by school leaders in fulfilment of the school's aim to provide a stimulating curriculum that gives all pupils the chance to fulfil their potential, both academically and beyond the classroom. Many pupils achieve considerable success in external music and drama examinations. Pupils have competed successfully at county levels in cricket and netball, benefiting from the school's strong sporting ethos, where 63 teams have taken part in almost 300 fixtures this year. Several pupils have represented the school at national levels in sports, including diving, fencing, skiing and triathlon. Pupils are regularly awarded sports scholarships to senior schools. In their responses to the questionnaire, a few parents did not think that the school provided a suitable range of extra-curricular activities. However, inspectors found that pupils had many opportunities to develop new interests and skills by taking part in extra-curricular activities, ranging from ballet to bush craft and dance. Those who have SEND and EAL are as keen to take advantage of the range of opportunities as their peers and their achievement is greatly enhanced as a result.
- 3.7 Pupils demonstrate an extensive range of skills, knowledge and understanding across all areas of learning. EYFS children explained why their names were called in a certain order due to their excellent knowledge of the alphabet. Pre-prep pupils demonstrated excellent hand-eye co-ordination when honing their batting, bowling and catching techniques in cricket. In art, prep school pupils' workbooks displayed excellent technical knowledge and skills when drawing portraits using pencils and pastels. Similarly, in science, Year 4 pupils demonstrated excellent understanding in how to use a classification tree, with the more able showing, for their age, significant confidence in their ability. Pupils develop their knowledge and understanding most rapidly when they receive clear guidance for improvement through feedback from staff. For instance, in extended essay tasks in some subjects, marking is accompanied by detailed advice about the next steps pupils should take.
- 3.8 During their time at the school, pupils become confident and charismatic communicators. They develop effective strategies for improving oracy as a result of support from teaching and support staff. EYFS children expressed themselves eloquently when discussing how to make and cook pasta using soft modelling clay. Pre-prep pupils listened carefully to a passage about pirates and then accurately answered questions using full sentences, finger spaces and capital letters. As pupils move through the school, they instinctively choose challenging texts to read for pleasure and to broaden their knowledge of different subjects. Pupils develop proficiency in writing because of very focused teaching, as seen when Year 5 pupils confidently analysed literary techniques, including personification. In a Year 6 English lesson, pupils successfully deployed persuasive and descriptive writing techniques when composing their 'scary' stories. Across the curriculum, pre-printed materials are often deployed with the intention of supporting pupils in planning their writing, but over-use of such materials limits opportunities for extended writing.
- 3.9 Pupils' progress in developing understanding of numeracy is excellent. Children in the EYFS considered the different ways the number 9 could be arrived at through the addition of two numbers. The

provision of more demanding work and challenging resources enabled more able pupils to begin to understand the concept of division. In a mathematics lesson, older pupils drew on their previous knowledge of fractions and percentages to devise carefully worded step-by-step strategies to solve problems. In a science lesson, prep school pupils used their mathematical expertise to plot accurate line graphs with clearly labelled axes to demonstrate how heart beats increased following exercise and slowed down during the rest period. Older pupils demonstrated a good understanding of bar charts and pictograms and interpreted information about pupil numbers clearly, using sensible scales when numbers were large. Similarly, Year 5 pupils successfully deployed their mathematical knowledge and problem-solving skills to accurately calculate the quantity of refreshments needed for a birthday party.

- 3.10 Pupils apply their understanding of information and communication technology (ICT) proficiently in lessons. In an EYFS music session, children successfully navigated an IT platform to make and record simple compositions. Here they demonstrated excellent recall of key vocabulary and the universal symbols for 'play' and 'record'. Year 5 pupils used their ICT skills successfully to review and present their recent learning about the different decades in history. Similarly, in a design technology lesson, older pupils successfully applied their knowledge and understanding of computer software to animate a blow hole on a whale and to show how mushrooms grow over time. Pupils use their excellent ICT skills in lessons to support the production of some high quality independent work. For example, Year 6 pupils were able to use an electronic tablet when writing a convincing newspaper article about Harry Potter.
- 3.11 Pupils' excellent attitudes to learning can be seen in classrooms and beyond. Pupils of all ages are clear about the school's high expectations and follow the 'Longacre Way'. This is particularly evident in pupils' readiness to collaborate productively with their peers, which is supported by consistent staff attention to pupils' abilities. Older pupils displayed highly attentive attitudes by working independently on their creative writing project, using dictionaries, thesauruses, ipads and each other for support. In a science lesson, prep school pupils worked collaboratively when learning how to filter salty water. Their interest was facilitated well by knowledgeable and enthusiastic teaching and by the warm working relationships between adults and pupils, as well as between the pupils. In the EYFS, children moved from one phonics group to another with a calm, purposeful manner. They demonstrated considerable initiative and independence in settling into their early morning classroom routines; they knew where to sit and begin their early morning tasks of reading, handwriting and self-registration. Similarly, during a woodland studies lesson, children gained an excellent understanding and appreciation of the natural world by creating prints of sycamore fruits and leaves out of modelling clay. Supported by the positive classroom ethos, pupils develop the confidence and resilience to tackle difficult problems. They value the opportunities to collaborate and to take the initiative in their learning.
- 3.12 Pupils demonstrate effective study skills, including the ability to debate and analyse new and prior learning concepts. For example, in a science lesson, older pupils successfully researched new facts about light and reflection. Here they used their prior knowledge of angles and shape and plot to enhance their learning about reflection properties on different surfaces. In French, older pupils read confidently from their specially prepared software presentations about French speaking countries, such as Belgium or Morocco. Pupils' learning is highly effective when they are set activities that require them to research and undertake problem-solving tasks with their peers. In lessons across the school, however, pupils did not always use their own initiative in selecting a wide range of sources for their research as teaching provided them with few opportunities to do so.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils demonstrate excellent levels of self-knowledge and self-assurance and feel valued as individuals. EYFS children demonstrated strong self-discipline by settling quickly into their morning routines, sitting on the carpet or sorting their clothes out without being prompted. Older pupils value the understanding and support given to them by staff, so that they understand well their strengths and weaknesses, which provide a springboard to their success. Personal, social, health and education (PSHE) lessons make a substantial contribution to pupils' personal development. For example, older pupils were able to confidently explain that no one is perfect and that we are the sum of ourselves, comprising of both positive and negative traits. All parents who responded to the questionnaire agreed that the school encourages their children to be more self-assured and independent, and inspection evidence supports this view. In the questionnaires a few pupils did not feel that they were well prepared for senior school. However, in interviews with inspectors all pupils agreed that they were well prepared for the next stage of their education. Within and beyond the classroom, pupils approach their tasks with perseverance, encouraged by the pervading 'can do' ethos. Pupils are generally very resilient. For example, EYFS children were very disciplined when learning to keep in time with a backing track on a video. Here, they demonstrated initiative and the resilience to persevere with the task, even when they made small slips. Pupils develop a strong sense of self-knowledge about how to improve their own learning that they can give feedback on each other's work.
- 3.15 Pupils make wise and sensible decisions. They demonstrate the ability to make balanced decisions about everyday life by organising themselves well during the school day. For example, pupils told inspectors that they found that by adjusting their schedule or deciding not to 'do everything' had a beneficial effect on their mental health. Similarly, EYFS children were able to choose from a range of activities such as making things using sand, water, building blocks or other materials. During interviews with inspectors, Year 6 pupils commented that the teachers had prepared them very well for scholarships or sporting trials at their next school. Older pupils who attend sessions at a local centre, stated that they learn valuable life skills about how to make sensible decisions in stressful situations. For example, they now know what to do in the event of a fire breaking out or if people are rude to you online or on social media.
- 3.16 Pupils' moral understanding and responsibility for their behaviour towards others are excellent. Pupils demonstrate a clear understanding of right and wrong and show considerable care for one another. Prep school pupils listened to each other respectfully during form time when preparing for a school trip to a local venue. Here they discussed how important it was for them to be impeccably dressed and well behaved at all times, as they would be representing the school. Similarly, pupils displayed excellent moral understanding when they told inspectors how they had set and agreed upon a code of conduct and the consequences for breaking it for their residential trip. Almost all parents who responded to the questionnaire agreed that the school actively promotes good behaviour.
- 3.17 Pupils have an excellent understanding of how to stay safe online. They know not to give out personal details and to tell a trusted adult if they receive communication from strangers or bullying messages. This was reflected in their responses to the questionnaire in which almost all asserted that they know how to stay safe online. Pupils have a good awareness of how to support their mental health and feel confident to discuss their concerns. For example, pupils know that when they are feeling sad or anxious or faced with a mental challenge, they can visit the 'Bear Hut' to discuss their concerns with a trusted adult. Leaders and governors have worked tirelessly to ensure that mental health is promoted vigorously across the school and with increasingly positive results. Pupils know that for a healthy lifestyle it is important to get enough sleep, eat a balanced diet and take regular exercise. Pre-prep pupils found that by taking a 'brain-break' by listening to calming music between lessons, they were better prepared to start the next lesson. In the questionnaires, a few pupils and parents commented

that school food and snacks are not always healthy, but observation of availability, menus and discussion with pupils supported the view of the vast majority that the school supports healthy eating.

- 3.18 Pupils develop a good understanding of spirituality and the non-material aspects of life. From the earliest age, pupils value opportunities for quiet contemplation to meet together, reflect and think of others. In a PSHE lesson, prep school pupils spoke maturely and sensitively about people's feelings if they lose something or someone they love. They then considered what they might make to help to think about that person or pet such as a picture, a card or a saying to go into a memory box. In discussion about wealth, older pupils recognised that money or material possessions does not always make you happy and that making and sustaining relationships is much more important. Many pupils enjoy the strong sense of fulfilment gained from performance in drama or music performances. They are able to explore and express their deeper emotions more fully in the performing arts and thus gain a deeper perspective of the non-material world.
- 3.19 Pupils demonstrate excellent social development which reflect the school's aims and ethos, so that pupils have a keen sense of the value of collaboration and of contributing to the community. Older pupils play a significant role in supporting the staff in the supervision of younger children in common areas during and after school. They embrace responsibility from an early age with infectious enthusiasm and understanding, taking on leadership roles willingly and successfully. Their responsibilities enable them to make a positive contribution to the wider life of the school and include roles such as class monitor, school councillor and librarian. In a science lesson, Year 6 pupils worked collaboratively by holding hands to test the properties of an electrical circuit when an electrical current is passed through their bodies. Here they noted that when the loop was broken the light went off and visa versa. Similarly, Year 2 pupils worked very effectively together to design and make a hopscotch game out of materials sourced from the woodland area. Pupils take a great pride in helping those less fortunate than themselves. Older pupils play a significant role in fundraising for charities based in the UK and overseas, including the British Heart Foundation and people caught up in the conflict in Ukraine. Younger pupils spoke eloquently about working with senior citizens at a local residential home, playing a variety of board games and chatting to residents about their lives. This enables them to understand and appreciate that anyone may encounter difficulties in their lives and empathise with their plight.
- 3.20 Most pupils have an awareness of different cultures. Older pupils examining the work of Kahinde Wiley thoughtfully discussed his influence on African Americans as an artist who produced powerful portraits of black people within American society. Pupils confidently explained that the poses of the models are important as they were usually reserved for white people. In RE, younger prep school pupils understood some of the teachings of Buddhism, including that when you forgive someone and you release your anger and bitterness, you make everyone around you much happier. Within the school community most pupils are very respectful of each other's differences and show support for, and tolerance of, pupils with difficulties or disabilities. However, inspection evidence from some of the interviews with inspectors and scrutiny of pupils' work shows that not all pupils demonstrate a broad appreciation and understanding of the cultural diversity in the school and wider society. Teaching approaches do not always provide enough opportunities to reflect and fully appreciate how people from different cultures and backgrounds contribute to life in modern Britain.

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 a group of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings. Inspectors visited the facilities for the youngest pupils, together with the learning support and educational resource areas. Inspectors considered the responses of parents, staff and pupils to pre-inspection questionnaires. The inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mr David Scott	Reporting inspector
Mr Ralph Dalton	Compliance team inspector (Headteacher, ISA school)
Mrs Sarah Gillam	Team inspector (Headteacher, IAPS school)