



**ISI** Independent  
Schools  
Inspectorate

**Focused Compliance and Educational Quality Inspection Report**

**West Lodge School**

**March 2022**

## Contents

<b>Contents</b>		<b>2</b>
<b>School's Details</b>		<b>3</b>
<b>1. Background Information</b>		<b>4</b>
About the school		4
What the school seeks to do		4
About the pupils		4
<b>2. Regulatory Compliance Inspection</b>		<b>5</b>
Preface		5
Key findings		6
PART 1 – Quality of education provided		6
PART 2 – Spiritual, moral, social and cultural development of pupils		6
PART 3 – Welfare, health and safety of pupils		6
PART 4 – Suitability of staff, supply staff, and proprietors		6
PART 5 – Premises of and accommodation at schools		6
PART 6 – Provision of information		7
PART 7 – Manner in which complaints are handled		7
PART 8 – Quality of leadership in and management of schools		7
<b>3. Educational Quality Inspection</b>		<b>8</b>
Preface		8
Key findings		8
Recommendation		8
The quality of the pupils' academic and other achievements		8
The quality of the pupils' personal development		10
<b>4. Inspection Evidence</b>		<b>13</b>

## School's Details

<b>School</b>	West Lodge School			
<b>DfE number</b>	303/6002			
<b>Registered charity number</b>	283627			
<b>Address</b>	West Lodge School 36 Station Road Sidcup Kent DA15 7DU			
<b>Telephone number</b>	0208 300 2489			
<b>Email address</b>	info@westlodge.org.uk			
<b>Headteacher</b>	Mr Robert Francis			
<b>Chair of governors</b>	Mrs Christine Head-Rapson			
<b>Age range</b>	3 to 11			
<b>Number of pupils on roll</b>	168			
	<b>EYFS</b>	41	<b>Infants</b>	43
	<b>Juniors</b>	84		
<b>Inspection dates</b>	15 to 18 March 2022			

## 1. Background Information

### About the school

- 1.1 West Lodge School is an independent co-educational day school situated in a modernised Victorian building in Sidcup. It was founded in 1940. The school is a charitable trust, overseen by a governing body. The school has one class per year group from Nursery to Year 6.
- 1.2 The current deputy headteacher and assistant headteacher took up their posts in September 2021, having previously held other roles in the school. The current bursar joined the school in September 2019.
- 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 encourage each pupil to regard themselves as valued and successful. It seeks to enable pupils to see a challenging task as an opportunity to test themselves and learn and grow from the experience. The school endeavours to foster each pupil's moral and religious awareness to nurture co-operation, tolerance, empathy and respect for themselves and others.

### About the pupils

- 1.5 Most pupils come from local families representing a range of professional and business backgrounds. The school's own assessment data indicate that the ability of pupils on entry to the school is above average compared to those taking the same tests nationally. The school has identified 12 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia and other conditions, all of whom receive additional specialist help. Two pupils have an education, health and care (EHC) plan. English is an additional language (EAL) for 19 pupils, whose needs are supported by their classroom teachers. The school has identified 27 pupils as being the most able in the school's population, and the curriculum is modified for them.

## 2. Regulatory Compliance Inspection

### Preface

The Independent Schools Inspectorate (ISI) is approved by the Secretary of State to inspect schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and report on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Inspections of schools with early years settings not requiring registration also report whether the school complies with key provisions of the Early Years Foundation Stage (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.

Additionally, this visit serves as a material change visit to assess the school's proposal to [specify nature of material change and any relevant background information about school's provision].

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' achievement is excellent; pupils, including those with SEND, make rapid progress over time, with some variation in different subjects.
- Pupils demonstrate advanced skills, knowledge and understanding for their age.
- Pupils' attitudes towards learning and achievement are outstanding.
- Pupils' competence in information and communication technology (ICT) is highly advanced.

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

- Pupils' self-confidence and self-esteem are excellent; pupils are very confident to verbalise their thoughts and feelings to each other.
- Pupils demonstrate outstanding moral awareness.
- Pupils display mature spiritual awareness.
- Pupils' contribution to others is outstanding.

#### Recommendation

3.3 The school should make the following improvements.

- Ensure that pupils always make equivalently strong progress across different subjects.

#### 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' attainment is excellent, with pupils obtaining well above average scores compared to those taking the same tests nationally in the years 2017 to 2019. The progress and attainment of children in the EYFS are excellent, with above national percentages of children attaining and exceeding a good level of development in the same years. Most parents who responded to the pre-inspection questionnaire agree that teaching enables their children to make progress. Inspection evidence supports this view. Pupils' books demonstrate rapid progress over time. The school's assessment data also show that, while excellent overall, there is some variation in the extent of progress pupils make in different subjects. Pupils with SEND make rapid progress over time from their starting points. This includes improvement in scores in standardised tests and progress recorded against targets in

individual education plans. Observations confirm that pupils learn swiftly during lessons. Leaders enable staff to use analysis of assessment data to match their teaching to individual pupils' needs well.

- 3.6 Pupils demonstrate advanced skills, knowledge and understanding for their age. For example, children in the Nursery and Reception were able to identify different musical instruments in the music that they listened to, such as drums and ukuleles. They displayed strong control of the tone and volume of their singing. Artwork displayed across the school, such as younger pupils' versions of Salvador Dalí's *The Persistence of Memory* and work on Kandinsky, is of high quality. It features strong composition and ability to use shape, colour and texture to create particular effects. Pupils in the middle of the school demonstrate strong knowledge and understanding about subjects such as elements of electric circuits and the Tudors. The oldest pupils' language work shows an excellent understanding of French and Spanish vocabulary. All pupils who responded to the questionnaire agreed that teachers know how to help them to learn. Inspection evidence supports this view. Pupils' skills, knowledge and understanding increase as a result of teachers' clear guidance and explanations. Staff ask questions that enable pupils to develop and express their understanding.
- 3.7 Pupils' attitudes towards learning and achievement are outstanding. For example, during a lesson about letters and sounds, children in Reception were very keen to try to sound out words and write simple sentences. Pupils were highly engaged throughout all lessons seen, showing excellent concentration and application of effort. Pupils' books from across the school and the range of subjects features much care taken over presentation and the quality of work. These highly positive attitudes are supported by enthusiastic teaching and pacey lessons that keep the pupils' interest.
- 3.8 Pupils' competence in ICT is highly advanced. The youngest pupils make effective use of visual and practical resources to sequence their intended programming before they type it in. Pupils from Year 3 upwards use design books well to inform 3D printing design work. The oldest pupils' ICT work, including that of SEND pupils, includes highly sophisticated design work and use of 3D printing to create the often intricate models designed. Older pupils' well-presented and clearly formatted work demonstrates detailed knowledge of the history of computing. This work also features highly competent ability to extract key information from appropriate online sources. Younger pupils are fluent at using coding at a level highly advanced for their age. Children in the Nursery are able to use go-stop cards and set directions on bebots and probots. Pupils' independent green-screen work is of very high quality, featuring clear recording and self-chosen backgrounds that match the subject matter of their presentations very well. Pupils are very competent in creating sophisticated storyboards and stop-go animated stories. Pupils' ICT skills are supported by specialist teaching that they receive from Nursery onwards.
- 3.9 Pupils' communication skills are excellent. For instance, children in the Nursery were able to name the person who writes a book as an 'author' and explain what the 'blurb' tells the reader. Reception children's writing is extremely well-formed and developed for their age. Stories created by children in Reception during the inspection used advanced vocabulary and highly developed sentences. Pupils' writing in Year 2 is very well constructed and often features excellent use of expressive vocabulary. Older pupils' writing is highly evocative and expressive, featuring excellent use of a wide range of different writing techniques. The oldest pupils' writing is typically of the quality expected from much older pupils. Pupils' communication skills are supported by feedback from teachers which includes very useful attention to detail and clarity about how to improve work further. There is an emphasis on specific features of text that enables pupils to develop a very strong understanding of the difference that these make to the reader. However, some of the school's own assessment data indicate that older pupils' progress in English is not always as strong as their progress in mathematics over time.
- 3.10 Pupils' mathematical abilities are outstanding. For example, children's mathematical work in the EYFS demonstrates a strong understanding of shape and number for their age. Younger pupils' books demonstrate excellent understanding of place value, with the most able pupils demonstrating advanced ability to calculate using fractions and simple algebra. The oldest pupils' mathematics books

contain highly proficient work on angles and negative numbers. In a mathematics lesson observed, several of the oldest pupils were able to suggest accurately advanced ways of solving problems about angles typically explored by senior school pupils. This is because the work given to pupils contains a very high level of challenge.

- 3.11 Pupils' display confident and competent study skills. For example, children in the Nursery were able to articulate very intelligent predictions of what might happen next in a story that they listened to. Older pupils, including those with SEND, have carried out skilful and detailed independent research into topics such as Mount Kilimanjaro and global warming. Their work demonstrates highly competent ability to identify and extract key information from appropriate online sources. Pupils' study skills develop through the large amount of work which gives pupils the opportunity to find things out for themselves. The school fully meets its aim to enable children to see a challenging task as an opportunity to test themselves and learn and grow from the experience.
- 3.12 Pupils' academic and other achievements are excellent. Pupils achieve a very high proportion of distinctions in LAMDA examinations, with the other entrants gaining merits. Pupils have achieved success in regional and ISA art competitions and sporting events such as under-11 netball, cricket and basketball. West Lodge Under-11 netballers are currently leading the Bexley High Five Netball League. Pupils have achieved individual success in national poetry competitions and music scholarships. The large majority of leavers, including those with SEND, are successful in achieving places at competitive grammar or independent senior schools with high standards of entry. Individual pupils have taken part in a UK Intermediate Maths Challenge. Pupils' achievements in these areas are supported by the wide range of clubs that they attend.

### **The quality of the pupils' personal development**

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils' self-confidence and self-esteem are excellent. They are very confident to verbalise their thoughts and feelings to each other. For example, younger pupils reflected thoughtfully about and described their own identities to each other while making 'This is me' badges. Children in the Reception were confident to try to sound out simple sentences. Older pupils who spoke to the inspectors were very reflective about their own development and confidence and what had influenced the growth of these. Pupils' books often feature very thoughtful and accurate self-evaluation. Pupils' self-confidence and self-awareness are supported by the school's promotion of a 'can-do' attitude and of a willingness to not give up when difficulties are encountered. Staff make highly effective use of success criteria to guide the pupils' own understanding of the quality of their work. Marking and feedback strengthen pupils' understanding of the strengths of their work and what they need to do to improve it further. A very large majority of parents who responded to the questionnaire agreed that the school helps their children to be confident and independent. Inspection evidence supports this view. The school fully meets its aim to encourage each pupil to regard themselves as valued and successful.
- 3.15 Pupils display outstanding moral awareness. For example, in a personal, social and health education (PSHE) lesson, younger pupils' discussion of family histories showed much understanding of how fortunate they were compared to many of their ancestors. The oldest pupils' work about human rights demonstrates a strong appreciation of the importance of these. Pupils who spoke to the inspectors expressed sophisticated thoughts about the fact that human rights should be for everyone, regardless of age or situation. PSHE work from different age groups demonstrates mature understanding of the way that the use of discriminatory language can be hurtful and cause harm. Older pupils devoted substantial consideration to the laws and moral expectations that they would want to be in place in fictional islands they created. The oldest pupils' work includes very thoughtful reflection about whether or not the same set of rules could be applied to different groups of people, such as Year 6 and Nursery. Staff involve pupils in many activities that promote such thoughtfulness and depth of

reflection. Most pupils who responded to the questionnaire agreed that pupils are kind and respect each other. Inspection evidence supports this view. Pupils demonstrated consistently excellent behaviour during the inspection. This is because of leaders' and staff's high behavioural expectations. The 'West Lodge Way' code of conduct and values have been successfully embedded by leaders and staff and are referred to constantly. The school fully meets its aim to foster each pupil's moral and religious awareness to nurture co-operation, tolerance, empathy and respect for themselves and others.

- 3.16 Pupils display mature spiritual awareness. French 'language portraits' demonstrate strong appreciation of the way that language relates to identity. The work of pupils in the middle of the school on the Buddhist idea of *The Eightfold Path* shows very thoughtful reflection on the notion of 'right thought, right speech, right beliefs and right actions'. Older pupils explained to inspectors how fascinating they found the similarities and differences between certain aspects of Judaism and Christianity. The oldest pupils spoke with feeling about particular artists and genres of art that had inspired them. They also expressed enjoyment of patterns that they detected in mathematics.
- 3.17 Pupils' contribution to others is outstanding. For example, pupils have initiated events such as a fashion week to support the 'What makes you different makes you beautiful' charity. Older pupils' rationales for the particular charities they have chosen to support are extremely articulate. They demonstrate an outstanding sense of responsibility towards, for example, victims of war, families affected by hunger or severe illness, and animal welfare. The pupils' work on climate change demonstrates a substantial knowledge base and deep reflection on the issue. The oldest pupils' reflections on their responsibilities toward younger ones show a strong understanding of why these matter. Pupils' explorations of Dr Barnardo display considerable understanding of the importance of his work. Staff promote strongly this sense of responsibility towards others through activities such as 'design your own fundraising event'. They give pupils leadership roles that enable them to act on behalf of others.
- 3.18 Pupils' social development is advanced. Most parents who responded to the questionnaire agreed that the school equips their children with the team working, collaborative and research skills they need in later life. Inspection evidence supports this view. In all lessons seen, children and pupils listened to each other and staff with genuine interest and respect. They work together collaboratively very well. For example, some older pupils spontaneously supported other pupils engaged in creative writing. Pupils' collaborative skills are very strong because staff often group pupils so that they need to work together on tasks and activities. For example, in a PSHE lesson, pupils took turns in sitting in a 'hot seat' with other pupils asking them questions.
- 3.19 Pupils' awareness and understanding of notions of rights and equality are excellent. For example, during an assembly, pupils demonstrated much empathy with Ukrainians experiencing war and suffering. The oldest pupils have produced highly reflective work about gender identity, which features intelligent questions put forward in a very respectful manner. Pupils' strong appreciation of diversity and awareness of issues of rights develop as they are constantly exposed to themes of equality and justice.
- 3.20 Pupils' decision-making skills are advanced for their age. For example, in a physical education (PE) lesson for children in the Nursery, they made very sensible decisions about how to perform forward rolls safely and creatively using a variety of apparatus. Younger pupils' PSHE work includes advanced reflections about risk taking and choices that can help minimise social, emotional and physical risks. The oldest pupils who spoke to the inspectors reflected very thoughtfully on the decisions and choices that they had made while preparing themselves for their next schools. Much PSHE work is designed to promote pupils' reflection on the consequences of different choices and behaviours.
- 3.21 Pupils' understanding of how to stay safe and keep healthy is notably strong. For example, children in the EYFS spontaneously took much care to move very carefully and hold banisters when walking upstairs to their next lesson. Pupils' PSHE work includes highly articulate self-reflection on themes

such as anxiety that demonstrates strong understanding of strategies, including exercise, good diet and sleep, that can alleviate this. It also includes excellent discussions about what constitutes a trusted adult. Younger pupils' work on feelings demonstrates their very strong awareness of methods they can use to recognise and reduce negative feelings, such as sadness, jealousy and anger. Almost all pupils who responded to the questionnaire said that they understand how to stay safe online. Inspection evidence supports this view. Pupils who spoke to the inspectors were able to suggest very sensible 'top tips' about how to keep safe when online.

## 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 chair of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings and assemblies. Inspectors visited the facilities for the youngest pupils, 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 Steven Popper	Reporting inspector
Mr Jonathan Dunn	Compliance team inspector (Former headteacher, maintained school)
Mr Grant Whitaker	Team inspector (Former director of studies, IAPS school)