



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Report

The Study School

November 2022

Contents

Contents	2
School's Details	3
1. Background Information	4
About the school	4
What the school seeks to do	4
About the pupils	4
2. Regulatory Compliance Inspection	5
Preface	5
Key findings	6
PART 1 – Quality of education provided	6
PART 2 – Spiritual, moral, social and cultural development of pupils	7
PART 3 – Welfare, health and safety of pupils	7
PART 4 – Suitability of staff, supply staff, and proprietors	7
PART 5 – Premises of and accommodation at schools	7
PART 6 – Provision of information	7
PART 7 – Manner in which complaints are handled	8
PART 8 – Quality of leadership in and management of schools	8
3. Educational Quality Inspection	9
Preface	9
Recommendations	9
The quality of the pupils' academic and other achievements	10
The quality of the pupils' personal development	11
4. Inspection Evidence	14

School's Details

School	The Study School			
DfE number	314/6062			
Address	The Study School 57 Thetford Road New Malden Surrey. KT3 5DP			
Telephone number	020 8942 0754			
Email address	info@thestudyschool.co.uk			
Headteacher	Mr Alistair Bond			
Proprietor	Inspired Learning Group			
Age range	2 to 11			
Number of pupils on roll	91			
	EYFS	45	Juniors	46
Inspection dates	22 to 24 November 2022			

1. Background Information

About the school

- 1.1 The Study School is an independent co-educational day school. Founded in 1923, the school is located in a residential area of New Malden. The school comprises two sections: the Early Years Foundation Stage (EYFS) which includes Nursery and Reception; and the junior school for pupils from Years 1 to 6. The nursery occupies its own building within the school site. Older pupils use a local secondary school's sports ground for games lessons. The school is overseen by the Inspired Learning Group, which is supported by a board of advisory governors.
- 1.2 Since September 2021 the school has been led by an executive headteacher.

What the school seeks to do

- 1.3 The school aims to give pupils the best possible start in life by providing a learning environment that is safe, stimulating, and exciting. The intention is for pupils to discover a love of learning through the offer of a variety of opportunities to find out their own interests and develop confidence in every element of their lives.

About the pupils

- 1.4 Most pupils live relatively close to the school. The school's own assessment data indicate that there is a wide range of ability in some years. However, the overall ability of pupils is above average compared to those taking the same tests nationally. No pupil in the school has an education, health and care (EHC) plan. The school has identified eight pupils as having special educational needs and/or disabilities (SEND), all of whom receive additional specialist help. English is an additional language (EAL) for eight pupils, whose needs are supported by their classroom teachers. Data used by the school have identified four pupils as being the more 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. 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 does not meet all of the required 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 should take immediate action to remedy deficiencies as detailed below.**

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** In many areas the curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. In many areas teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources.
- 2.4** Pupils receive relationships education, but this does not cover all required aspects. In personal, social and health education (PSHE) and in relationships education the curriculum is not fully documented and teaching does not systematically assess pupils' learning and progress. A suitable framework for the assessment of pupils' performance in PSHE and relationships education is not in place. At the time of the inspection, the school had not published a written statement of its policy for relationships education which has regard to the relevant statutory guidance, and had not consulted with parents in developing or revising the policy.
- 2.5 The standards relating to the quality of education in paragraphs 2 [curriculum], 2A [relationships and sex education], 3 [teaching] and 4 [framework for pupil performance] are not met.**

Action point 1

The school must ensure that the curriculum for PSHE is fully documented and supported by appropriate plans and schemes of work [paragraph 2(2)(d)(i and ii)].

Action point 2

The school must ensure that it has a written policy for relationships education which reflects the school's practice and has regard to Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 [paragraph 2A(1)(d) and (e)].

Action point 3

The school must ensure that parents are consulted in the development and revision of the relationships education policy [paragraph 2A(1)(f)].

Action point 4

The school must ensure that the relationships education policy is published on the school's website [paragraph 2A(1)(g)].

Action point 5

The school must ensure that, in accordance with the statutory guidance, systems are in place to assess the teaching of PSHE and relationships education so that planning meets the needs of all pupils and regular feedback is provided on pupils' progress [paragraphs 3(d), 3(g) and 4].

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. 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.
- 2.15 At the time of the inspection the school did not publish, or make available to parents, its arrangements for health and safety, first aid, details of the complaints procedure, the provision for pupils with education, health and care plans or English as an additional language. The safeguarding policy was shown on the school website but was not accessible. Information provided for parents in the parent handbook regarding arrangements for managing behaviour and bullying did not reflect the school's current policy. All of the required information was updated and made available on the school's website or in the parent handbook by the end of the inspection.
- 2.16 **The standard relating to the provision of information in paragraph 32 is not met.**

Action point 6

The school must ensure that all the required information relating to arrangements for behaviour, anti-bullying, health and safety and first aid, educational and welfare provision for pupils with EHC plans and pupils for whom English is an additional language, the safeguarding policy and the school's complaints procedure are published, provided or made available to parents and reflect the school's current practice [paragraph 32(1)(b) and (c), 32(3)(a), (b), (d) and (f); EYFS 3.74].

PART 7 – Manner in which complaints are handled

- 2.17 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.
- 2.18 At the time of the inspection the school did not publish, or make available to parents, details of the complaints procedure. This information was updated and made available on the school's website by the end of the inspection.
- 2.19 **The standard relating to the handling of complaints [paragraph 33] is not met.**

Action point 7

The school must ensure that complaints procedure is published on the school's website [paragraph 33(b); EYFS 3.74].

PART 8 – Quality of leadership in and management of schools

- 2.20 The proprietor has not ensured that leadership and management demonstrate sufficient skills and knowledge to ensure that all the standards are met and the well-being of pupils is actively promoted. In particular, they have not ensured that all requirements with regard to PSHE and relationships education are met, or that leadership and management fulfil the requirements of the standard relating to the provision of information.
- 2.21 **The standard relating to leadership and management of the school in paragraph 34 is not met.**

Action point 8

The school must ensure that those with responsibility for leadership and management demonstrate good skills and knowledge and fulfil their responsibilities effectively, so that all of the standards are met consistently and they actively promote the well-being of pupils [paragraph 34(1)(a), (b) and (c)].

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 good.

- Pupils, including the youngest children, demonstrate excellent communication skills. They enjoy learning and participate enthusiastically in lessons.
- Pupils develop excellent information and communication technology (ICT) skills which effectively support their learning across the curriculum.
- Pupils' progress is sometimes limited when teaching is not sufficiently well-planned to meet their individual needs.
- Pupils exhibit good study skills overall. However, opportunities are limited in some lessons for pupils to apply and develop further their higher-order thinking skills.

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

- Pupils demonstrate excellent levels of self-esteem and self-confidence.
- Pupils of all ages exhibit very strong moral development which is reflected in the high standards of their behaviour.
- Pupils' social skills are highly developed.
- Pupils' spiritual awareness and their understanding of diversity is developing.
- Pupils respond generously to the needs of others. However, they have limited opportunities for initiating or leading their own activities to benefit others.

Recommendations

- Improve pupils' achievement further by ensuring that assessment is used more effectively so that teaching meets the needs of all pupils.
- Strengthen pupils' abilities to apply and develop their higher-order thinking skills.
- Extend opportunities for pupils to develop their independence and take the initiative in leading projects to benefit others.
- Strengthen pupils' spiritual understanding and awareness of diversity.

The quality of the pupils' academic and other achievements

- 3.3 The quality of the pupils' academic and other achievements is good.
- 3.4 The overall achievement of pupils is good. This represents successful fulfilment of the school's aim to give pupils the best possible start in life by providing a learning environment that is safe and stimulating. Results of nationally standardised tests, and evidence from lesson observations and scrutiny of pupils' work, show that there is a wide range of abilities in each class. However, overall attainment in English and mathematics is above national age-related expectations in each year group. The formal tracking system recently introduced by school leaders confirms that most pupils make the progress expected in relation to their ability and for some pupils, particularly in the EYFS, progress is excellent. As a result, the majority of Year 6 pupils are successful in achieving places at the senior schools of their choice, including selective independent and grammar schools. Pupils with SEND and EAL are well supported in most lessons and make good progress, achieving the expected level in relation to their ability. This is as a result of assessment data being used effectively by most teachers to plan lessons targeted to the needs of each of their pupils. However, there is still some inconsistency in how teachers use assessment data to plan suitably challenging tasks to match the abilities of all pupils. This means that in a small number of lessons pupils' progress is limited.
- 3.5 Pupils benefit from a broad and balanced curriculum which includes Latin, French and weekly outdoor learning sessions in the nearby woodland environment. Pupils demonstrate good knowledge and skills for their age, and their understanding is secure in most areas of the curriculum. Children in the EYFS make rapid progress in all areas of learning. This is as a consequence of being exposed to a stimulating inside and outdoor environment and the support of teachers and assistants who are constantly adapting planning to the interests and learning needs of the children. For example, a group of children travelled in their imaginary boat to discover polar bears in the arctic, explaining what they could see, hear and feel along the way. Year 5 and 6 pupils show high levels of confidence and skills in a range of subject areas thanks to the high expectations, questioning and opportunity to extend their thinking through open-ended activities. For example, scrutiny of Year 6 pupils' work in science showed how they had carried out their own research to understand and explain how night and day works. Pupils' aesthetic and creative skills are nurtured to a high standard through art, as seen in the excellent artwork displayed around the school and in classrooms. In the pre-inspection questionnaire, pupils' comments were overwhelmingly positive about their learning in lessons and the support provided by their teachers. Almost all parents who responded to the questionnaire agreed that teaching helps their child to make good progress.
- 3.6 Throughout the school pupils demonstrate excellent communication skills as a result of the many opportunities provided by leaders and teachers for pupils to discuss, debate and present their work. Pupils of all abilities, including those with SEND and EAL, engage positively in lessons and express their ideas with confidence and clarity in whole class feedback and in group and pair work. They listen sensitively and attentively to their teachers and to each other, and they respond appreciatively to each other's contributions. This was seen particularly in the whole school and phase assemblies where pupils presented their research on topics of interest or related to their classwork. Year 5 pupils spoke knowledgeably and confidently about the history of migration in Britain and related this to present day issues. Year 4 pupils wrote and performed their own dialogues based on Aesop's fable *The Wolf and the Lamb* and provided constructive feedback on each other's performances. Pupils' writing skills are good, with the majority showing accurate use of grammar, spelling and punctuation. When given the opportunity to tackle open-ended writing tasks the more able pupils produce high quality work, such as in Year 6 science, where pupils carried out research to explain whether the earth is flat or spherical.
- 3.7 Pupils of all ages and abilities demonstrate good skills in numeracy, and outcomes in mathematics are at least at the expected level for the pupils' ages. Most pupils use mathematical terminology accurately to explain their answers. For example, Year 2 pupils worked together to explain their multiplication calculations and some created their own word problems, explaining to the teacher the

different concepts they used. Pupils confidently apply their mathematical skills to other curriculum areas. For example, Nursery children demonstrate their knowledge of shapes when making owl babies. Year 3 pupils show their understanding of different angles in ICT when using the picture editing tool to mark angles on photographs taken in the playground.

- 3.8 Pupils' ICT skills are excellent, as a result of the effective use of one-to-one devices, and in training for staff to ensure that they are used effectively in lessons. Pupils use their devices seamlessly, and independently, in almost all lessons to support and enhance their learning. They are confident in using a wide range of applications and subject-specific software, such as a sketching tool to help them understand how to create shading in art, and tools to create their own animated movies and podcasts.
- 3.9 Most pupils develop good study skills. They enjoy taking responsibility for their own learning and respond positively when presented with tasks which involve problem-solving activities or which require them to think and reason logically. For example, Year 5 pupils designed and carried out an investigation into which shape of boat would move fastest through water, and most pupils were able to provide compelling arguments to support their findings. In some lessons, the opportunities for pupils to apply and develop their higher-order thinking skills through open-ended tasks are limited. For example, tasks are sometimes reliant on worksheets with simple activities. These do not allow pupils to show their independence or challenge their thinking.
- 3.10 Pupils exhibit positive attitudes to learning and they participate enthusiastically in lessons, even in those where there is less challenge. Pupils are very active learners. They are keen to be involved and they co-operate extremely well on tasks where they can work together to solve problems. For example, in mathematics Year 6 pupils shared their knowledge and skills to solve multi-factor problems successfully. Year 5 pupils showed independence and perseverance when working through examples of using multiples, with most pupils finding their own solutions rather than relying on immediate support.
- 3.11 Pupils enjoy a good measure of success in a range of extra-curricular activities. Pupils of all ages develop additional skills through the opportunities available to take part in music, sport and performing arts. All pupils perform in whole school celebrations such as the harvest festival, Christmas carol service, school productions and prize-giving, and many perform as soloists or in ensembles. Some achieve success in local festivals and in external music examinations. Pupils have achieved success in a national mathematics quiz and at regional level in Independent Schools Association (ISA) competitions. All pupils, regardless of ability, represent the school in a range of sports and compete against local schools, and nationally as part of the Inspired Learning Group.

The quality of the pupils' personal development

- 3.12 The quality of the pupils' personal development is good.
- 3.13 Pupils of all ages and abilities exhibit excellent levels of self-esteem and self-confidence. These result from the highly encouraging approach from their teachers, the positive verbal feedback from their peers and the highly supportive relationships between pupils and teachers. This shows successful fulfilment of the school's aim to develop pupils' confidence in every element of their lives. Pupils develop a keen awareness of their strengths and weaknesses and what they need to do to improve as they progress through the school. Year 4 pupils spoke knowledgeably about their targets in English and mathematics and how their teachers help them to identify what they need to do to improve. Year 5 and 6 pupils are resilient and reflective learners. In some lessons they accurately assess their own understanding and provide praise and constructive criticism for how their peers can improve their work. Older pupils develop self-understanding which stands them in good stead as they prepare for the next stage of their education. In their questionnaire responses, all parents agreed that the school helps their child to be confident and independent.

- 3.14 Pupils' decision-making skills are good with outstanding practice being seen in the EYFS. This is because children are given the opportunity to select their own activities, complete the tasks before moving on, and then tidy up after themselves. All pupils throughout the school benefit from the activities provided in outdoor learning lessons which enable them to assess risks, make decisions about how to tackle challenges and how to present their learning. Year 6 pupils commented that the school has helped them to understand their strengths and areas which they find more difficult so that they can contribute to decisions about their choice of senior schools.
- 3.15 Pupils of all ages exhibit very strong moral development which is reflected in their high standards of behaviour in lessons, around school and in the playground. They conduct themselves politely and respectfully and are courteous towards staff, visitors and each other. Pupils accept responsibility for their own behaviour from a very young age. They exhibit a clear sense of right and wrong and a mature understanding of the reasons which might lead to some of their peers behaving differently. Children in the EYFS show kindness and consideration towards each other through the school's emphasis on 'kind hands, kind feet and kind words', and this continues as pupils move up through the school with the school's "Golden Rules" framework. Pupils' ability to distinguish right from wrong is helped by the implementation of a very clear behaviour for learning policy which focuses on positive reinforcement and rewards for demonstrating the school's values.
- 3.16 Pupils' social skills are highly developed and reflect the school's ethos and values of providing a happy, safe and nurturing family environment where each individual is valued and appreciated. Pupils across the age range are extremely supportive of each other. For example, Year 6 pupils provided encouragement to classmates who were anxious about a senior school entrance examination. Older pupils show care and concern for pupils younger than themselves and enjoy their roles as 'buddies', supporting them in the playground at break and lunchtime. Pupils enjoy taking on roles of responsibility and demonstrate maturity and pride whilst carrying out their roles. Year 6 pupils take their prefect roles very seriously, as demonstrated in their leadership of the whole school assembly where they presented head pupil awards. In discussion with the inspectors, pupils commented on how much they enjoyed being at school because it was like a big family.
- 3.17 Pupils' spiritual understanding and their awareness of different cultures and traditions is developing. When they are provided with opportunities to learn about each other's cultures and beliefs, they reflect maturely and can make comparisons between them. These opportunities are limited however, and in discussions with pupils they were unable to recall what they had learnt from their study of different faiths and traditions in religious education or other lessons. Pupils are beginning to develop an appreciation of the non-material aspects of life through exploration of the nearby woodland environment. Year 6 pupils spoke of the pleasure at seeing a robin feeding from the bird feeder which pupils had made in design and technology using the 3D printer.
- 3.18 Pupils respond generously to the needs of others within the local and wider community when they have the opportunity to do so. For example they have planted trees in local parks, contributed to the Kingston food bank during harvest and have sung at a local care home. Leaders have recently established a school council and pupils commented that they were looking forward to the opportunity this might provide for them to suggest or lead their own activities to support the school and the wider community.
- 3.19 The inclusive nature of the school helps every pupil to feel valued and to grow in confidence and self-belief. Pupils are sensitive to difference within the school community. This is shown particularly in relation to their understanding of the different learning needs and behaviours of their classmates. In the questionnaire responses, all parents and most pupils felt that the school actively promotes kindness, respect and tolerance. Year 6 pupils said that teachers help them to understand the importance of respecting the rights of others to hold different views to themselves. Year 4 pupils showed a good understanding of gender equality in their discussion around the similarities and differences relating to girls' and women's experiences in countries around the world. Pupils gain some awareness of diversity in its broader sense through personal, social, health and economic education

(PSHE) and relationships education lessons and through topics delivered in assemblies. However, in discussions with inspectors, pupils showed a limited understanding of diversity in today's society.

- 3.20 Pupils show a well-developed understanding of how to keep themselves healthy and stay safe. During discussions with inspectors, younger pupils spoke very confidently about how they stay safe when walking to the local swimming pool and to a neighbouring school for physical education (PE) lessons. Pupils understand the importance of a balanced diet and keeping physically and mentally healthy. Every pupil who responded to the questionnaire said that they understand what to do to stay safe online and the procedure to follow if the fire alarm sounds. Pupils are very appreciative of the support given by their teachers and assistants and said that they feel comfortable speaking to any member of staff if they feel anxious or upset.

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 and the chair and vice chair of the local advisory board. They observed a sample of the extra-curricular activities that occurred during the inspection period and attended registration 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 Valerie Dunsford MBE	Reporting inspector
Mr Mark Hammond	Compliance team inspector (Head, IAPS school)
Mr Ian Silk	Team inspector (Headmaster, IAPS school)