

The Study School

"Helping children achieve their personal best"

Head Teacher: Mr. Ciarán McAuley BA (Hons) Primary Education, QTS

February 2023

Dear Parents,

Re: School ISI Inspection Report

As you will be aware, three inspectors from the Independent Schools Inspectorate spent several days at The Study School at the end of last term scrutinising all aspects of the education we provide.

With less than a day's notice, this type of inspection provides us with a useful evaluation of our provision as it reports on current practice without the ability to put in any special preparation. This means that we were inspected through a snapshot of the school as it normally is, as seen by a team of experienced professionals. We have now received the final report and we are pleased to be able to share it with you [here](#).

Our thanks go to Mr. Bond, for navigating the ship through the inspection whilst still holding on to the reigns of Park Hill. As always, and we say it a lot but because it is true, the fantastic pupils and staff we are so fortunate to have at The Study School did us proud.

The report refers to the pride our pupils have in showing their school to outside parties, and this was clearly evident throughout the inspection. Thank you too for your extremely positive feedback in the questionnaires, which set the scene for the inspectors on the eve of their first day with us.

This was a Focused Compliance inspection which was combined with an inspection of Educational Quality. The Focused Compliance part comments purely on our compliance with the Independent School Standards Regulations (ISSRs). There are more than 500 regulations with which the school must comply and there are eight categories examined by inspectors, which are:

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|---------------------------------------------|-------------------------------------------------------|
| 1. Quality of education provided | 2. Spiritual, moral, social and cultural development |
| 3. Welfare, health and safety of pupils | 4. Suitability of staff, supply staff and proprietors |
| 5. Premises of and accommodation at schools | 6. Provision of information |
| 7. Manner in which complaints are handled | 8. Quality of leadership in and management of school |

Some of the quotes that are particularly worth noting are as follows:

- ***In the EYFS (Early Years Foundation Stage) (Nursery & Reception) progress is excellent.***
- ***Pupils benefit from a broad and balanced curriculum which includes Latin, French and weekly outdoor learning sessions in the nearby woodland environment.***
- ***Pupils of all ages exhibit very strong moral development which is reflected in the high standards of their behaviour.***
- ***Year 5 & 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.***
- ***Pupils demonstrate excellent levels of self-esteem and self-confidence.***
- ***Pupils, including the youngest children, demonstrate excellent communication skills. They enjoy learning and participate enthusiastically in lessons.***
- ***Pupils' social skills are highly developed.***
- ***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.***
- ***The inclusive nature of the school helps every pupil to feel valued and to grow in confidence and self-belief.***
- ***Pupils develop excellent information and communication technology (ICT) skills which effectively support their learning across the curriculum.***

We were pleased to see that the report concludes that The Study met many of the standards which were the focus of the inspection (including safeguarding, welfare, health and safety, pupil behaviour and countering bullying), but it is important that I draw your attention to the area which ISI identified as not meeting the standard and which requires continued work from the school.

The compliance part of the regulatory inspection of this type does not refer to lessons watched or pupil's academic progress. Whether or not a standard is met is based on the evidence presented to the inspectors that day. Such reports are written in formulaic language and thus can come across as blunt.

You will see on page 6 of the report that it stated we did not meet all of the required standards in the Quality of Education. I fully appreciate this must sound alarming but I wish to reiterate that this is not a reflection on the teaching of the lessons by our teachers or the pupils progress, both of which are commended in the report. It does reflect on a need to further develop a more cohesive PSHE curriculum which is underpinned with policies that are produced by our community and enhance the learning of the children (see Action points 1, 2, 3, 4 and 5 pg 6).

In addition, there was work to do regarding our communication of our complaints procedure which I am pleased to say was resolved prior to the end of the inspection (Action point 7 pg 8).

Because the School has been judged not to have met all the standards relating to this very specific area of education it must also be the case automatically that the standard on leadership and management has not been met. This is because it is the task of the school's senior leaders to ensure that all standards are met.

As a new Senior Leadership Team, we are committed to ensuring that the actions depicted in the report are implemented as thoroughly and promptly as is possible. I look forward to communicating more on this in the near future.

I hope that this letter provides helpful context. Thank you for everything you are doing to support your child's education and if you have any questions, please feel free to contact me directly.

With Kind Regards,

Yours Sincerely,

Mr Ciarán McAuley
Headteacher

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