



**ISI** Independent  
Schools  
Inspectorate

**EDUCATIONAL QUALITY INSPECTION**

**Lingfield Notre Dame**

**JANUARY 2017**



## SCHOOL'S DETAILS

<b>School</b>	Lingfield Notre Dame			
<b>DfE number</b>	936/6255			
<b>Registered charity number</b>	295598			
<b>Address</b>	Racecourse Road Lingfield Surrey RH7 6PH			
<b>Telephone number</b>	01342 832407			
<b>Email address</b>	office@lingfieldnd.co.uk			
<b>Headteacher</b>	Mr Richard Bool			
<b>Chair of governors</b>	Mrs Susan Rutherford			
<b>Age range</b>	2 to 18			
<b>Number of pupils on roll</b>	927			
	<b>Boys</b>	444	<b>Girls</b>	483
	<b>Day pupils</b>	927	<b>Boarders</b>	0
	<b>EYFS</b>	79	<b>Juniors</b>	252
	<b>Seniors</b>	445	<b>Sixth Form</b>	151
<b>Inspection dates</b>	25 to 26 January 2017			

## PREFACE

The registration authority for independent schools is the Department for Education (DfE), which directs inspection according to a specified frequency or at any time where the DfE has particular concerns about a school. The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and reporting on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014.

All association independent schools will have an inspection within three years from April 2016, in accordance with the Framework and DfE requirements. The inspection may be of COMPLIANCE ONLY or a combined inspection of EDUCATIONAL QUALITY AND COMPLIANCE depending on a number of factors, including findings from their most recent inspection. Schools judged not to meet the standards following their inspection may also be subject to a progress monitoring visit before their next routine inspection. The progress monitoring visit will judge whether the school has taken the necessary action to meet any unmet standards identified at their previous inspection.

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.

The inspection was also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

**This is an EDUCATIONAL QUALITY inspection, reporting 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.

Since the school was last inspected, the framework for inspection has changed. The current inspection framework uses different criteria and arrangements for grading from those used in previous inspection frameworks. The judgements made on this inspection are, therefore, not directly comparable to judgements made on previous inspections.

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 the published report but will have been considered by the team in reaching its judgements.

All inspections of independent schools in England are conducted according to the requirements of the Independent School Standards Regulations. However, different inspectorates apply different frameworks that are suited to the different types of schools they inspect. The ISI terminology reflects quality judgements that are at least equivalent to those used by the national inspectorate, Ofsted. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement about key outcomes for pupils and information on the quality of the school's work.

**The headline judgements must include one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory'.**

## INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff, the chair of governors and a group of governors; observed a sample of the extra-curricular activities that occurred during the inspection period and attended house, form meetings and assemblies. Inspectors visited the facilities for the youngest pupils, together with the learning support and educational resource areas. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

### Inspectors

Mrs Maureen Bradley	Reporting inspector
Mr Michael Higham	Team inspector (Former headmaster, IAPS School)
Mrs Nova Shoesmith	Team inspector (Deputy head, IAPS school)
Mr Nigel Lashbrook	Team inspector (Headmaster, HMC school)
Mrs Karen MacGregor	Team inspector (Assistant head, HMC school)
Mr James Passam	Team inspector (Deputy head, HMC school)

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## **1. BACKGROUND INFORMATION**

### **About the school**

- 1.1 Lingfield Notre Dame is an independent day school for boys and girls aged from two to eighteen years. It is situated on the outskirts of the village of Lingfield in south east Surrey. Founded in 1940 as a convent boarding school for girls, in 1987 the school became an educational trust under lay management and the boarding school was closed. It became fully co-educational in 1996 and is a registered charity administered by a board of governors.
- 1.2 Since the previous interim inspection in March 2011, a new head teacher has been appointed and a number of improvements have been made to the school site, including a new sixth-form centre and extended sports facilities. The junior school, including the Early Years Foundation Stage (EYFS), is located on a site adjoining the senior school. The school functions as one school.

### **What the school seeks to do**

- 1.3 The school's aim is to enable pupils to achieve high academic standards in a relaxed but disciplined atmosphere. It is committed to developing self-worth in every pupil, allowing them to flourish and develop in a nurturing environment. They seek to encourage each pupil to develop a positive learning behaviour, whilst challenging themselves to be the best they can.

### **About the pupils**

- 1.4 Pupils come from a range of professional backgrounds, mostly from White British families living within a 30-mile radius of the school. Nationally standardised test data provided by the school indicate that the ability of the majority of pupils is above national norms, with very low numbers of pupils having below average ability. The school has identified 55 pupils as having special educational needs and/or disabilities (SEND), and one of these pupils has an education, health and care (EHC) plan. All of these receive additional specialist help. English is an additional language (EAL) for a pupil who receives specialist support.
- 1.5 National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

### **Recommendations from previous inspections**

- 1.6 The previous full inspection of the school by ISI was an interim inspection in March 2011. The recommendations from that inspection were:
  - Across the school, improve the consistency of teachers' marking, and monitor it more rigorously.
  - In the junior school, make less use of printed worksheets, particularly in the humanities.
  - In the EYFS, provide appropriate facilities where children under three who stay all day can sleep if they wish.
- 1.7 The school has successfully met all the recommendations of the previous inspection.

## **2. KEY FINDINGS**

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

- The achievement and academic progress of pupils in the junior school is excellent across all areas of learning and at all ages.
- Pupils in the senior school achieve high academic standards. The results at GCSE, IGCSE and A Level show that pupils make progress which is good, and often excellent, in relation to the average for pupils of similar abilities.
- Pupils with SEND throughout the school make good progress, some of which is excellent due to their hard work and the outstanding support they receive.
- Throughout the whole school, excellent achievement can be seen in pupils' individual interests and extra-curriculum activities.
- Pupils of all ages have outstanding attitudes to learning and develop excellent relationships with their teachers.

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

- The school is highly successful in fulfilling its aim to promote a nurturing and supportive community which develops self-worth in each pupil.
- Pupils' personal development is fostered by an extensive range of opportunities provided for them and by high standards of pastoral care.
- Throughout the school pupils develop into well-rounded, charming and confident young people who show a caring attitude for others and promote a friendly and welcoming school community.
- Pupils of all ages develop excellent personal skills that will benefit them in their next stage of education and in life beyond school.

### **Recommendations**

2.3 In the context of the excellent outcomes, the school might wish to consider:

- Continue to develop digital learning in the classroom to enhance pupil learning across the whole curriculum.

### 3. THE QUALITY OF PUPILS' ACADEMIC AND OTHER ACHIEVEMENTS

- 3.1 The quality of pupils' academic and other achievements is excellent.
- 3.2 Pupils of all ages show a passion for learning and a strong desire to do the best they can in a school that promotes intellectual curiosity and personal initiative in accordance with its aim. Almost all parents in their pre-inspection questionnaire reported that they were highly satisfied with the education provided for their children and that opportunities were provided for them to make good progress and to develop skills for the future.
- 3.3 The achievement and academic progress of pupils in the junior school is excellent across all areas of learning and at all ages. This is evident in the progress seen in lessons and activities and in the scrutiny of their written work. Pupils assess their own progress with understanding and can identify areas for improvement and set targets for themselves, helped by teachers who monitor them closely. All pupils, including those with SEND, demonstrate a high degree of knowledge and excellent basic skills for learning in linguistic, mathematical, scientific, human, physical and creative work. Pupils are well supported and suitably challenged to perform at the highest appropriate level for their ability and in applying these skills across their work and activities.
- 3.4 In the EYFS, almost all children meet their early learning goals and many exceed them. They enjoy learning through fun and challenging activities and have well-developed fine and gross motor skills through playing and exploring. Throughout the Nursery and Reception, children make excellent progress in writing and are able to read sentences by the ages of 3 and 4 years. They have a firm grasp of mathematical concepts and they can talk clearly about their previous work, for example, on capacity, as demonstrated when pupils showed an understanding of the concepts of empty, half-full and full. Children demonstrated excellent analytical skills when asked how they would cook pancakes without an oven in their outdoor play activities. They were full of inspiration when they talked about building a fire on which to cook. Parents report how delighted they are that their children play, learn and grow in such a supportive and nurturing environment.
- 3.5 As pupils move through the junior school, they continue to demonstrate excellent progress as they begin to take more responsibility for their own learning. Pupils in the junior school are not entered for national curriculum tests at age seven or eleven but the school uses other standardised tests to monitor pupil progress. Their self-assessment skills are very strong, and they enable them to take their own learning to the next stage and seek greater challenges. Pupils are articulate, confident and able to communicate fluently in the spoken and written word. This leads to inspirational examples of writing produced by the oldest and most able pupils. They have excellent understanding and skills in mathematical work because the teaching methods are thorough and their individual activities are varied, which appeals to them as learners. The pupils' knowledge of numeracy and their mental agility is excellent and they are able to apply these skills successfully in different subjects. Pupils report that lessons are good fun and they particularly like project work where they have opportunities to do their own research and carry out investigations, as in science and history. They use information and communication technology (ICT) competently when given the opportunity to do so and this is evident in the classroom displays of creative art and their work in English as part of their exploration of the senses. Pupils demonstrate excellent levels of musical knowledge and ability, which is evident in their drama productions such as *Amazing Maurice and his Educated Rodents*, for which they received critical acclaim. The majority of pupils choose to enter the senior school at 11 years old but others are successful in gaining scholarships to other schools, many of which are highly selective.
- 3.6 Pupils in the senior school achieve high standards across all areas of learning. The results at GCSE, IGCSE and A Level show that pupils make progress which is good, and often excellent, in relation to the average for pupils of similar abilities. Pupils with SEND also make progress that is good and sometimes excellent due to their hard work and the specialist support they receive. Pupils' literacy and presentational skills are excellent and they all actively take care and pride in their written work in all subjects and in the completion of independent research and project work. They read with

confidence and can debate the finer nuances of literature, as observed in the debate on the work of HG Wells during a sixth form book club meeting. Pupils are able to apply their scientific and mathematical skills when they are faced with challenging problems. They confidently manipulate equations to solve problems and use high-order analytical skills when interpreting data. Critical thinking is highly developed due to excellent questioning techniques from very enthusiastic teachers who are passionate about their subjects and enjoy intellectual debate with their pupils. Excellent standards of creativity are evident in the examples of outstanding art and photography displayed throughout the school, which show a wide range of techniques and skill. Pupils display considerable talent in music and drama and many are involved in high quality school productions throughout the year.

- 3.7 Senior pupils have well-developed study skills for their age and are able to draw on a wide range of resource material in both individual and collaborative work. They are able to analyse information, hypothesise and demonstrate higher-order thinking in forming their own questions within group discussions. They competently use ICT as a tool when required, especially when completing their homework. Technical vocabulary is used with ease and the most able pupils produce work of high intellectual quality. Strong evidence of progression in understanding and knowledge across a range of subjects was observed in lessons and in the scrutiny of written work as pupils work towards their public examinations. They achieve examination results which are good or excellent for their ability. Their results at GCSE and A Level examinations over recent years have consistently been above the national average and their results at IGCSE examinations have been higher than worldwide norms. Exceptional levels of attainment are achieved by the most able pupils. Over recent years the majority of sixth form pupils have been admitted into their first choice of university or gained entry to prestigious work placements to advance their careers.
- 3.8 Throughout the whole school, excellent achievement can be seen in pupils' individual interests through their participation in an extensive extra-curricular programme. The programme is greatly enhanced by the excellent facilities and resources provided by the governors and leadership. Pupils gain a high degree of success in a range of academic competitions and challenges, such as Biology Olympiads, mathematical challenges and essay competitions. Many have achieved considerable individual and team success at national and county levels in a number of sports. Most pupils have the opportunity to play in school teams due to an ambitious school policy to make participation in team sports available to all. They have become national or district champions in netball, hockey, athletics, football, skiing and golf. Pupils talk of the confidence they have gained through exhibiting in art, photography and engineering exhibitions and being part of the chamber choir, jazz and rock bands and the school orchestra. Many pupils have achieved grades 6 to 8 for their musical instruments and perform successfully in the community and abroad. Pupils have performed on the London West End stage in drama productions and achieved the highest grades in their drama examinations. A considerable number of older pupils achieve gold and silver awards in The Duke of Edinburgh's Award scheme.
- 3.9 Pupils of all ages have excellent attitudes to learning. In the junior school, they are encouraged to be independent and show initiative through the high profile and reinforcement of the school motto, 'I can, I know I can'. Senior pupils have a very positive approach to their learning and the support they show to each other. They are ambitious and want to do as well as they can in their work and activities. Pupils throughout the school are confident when making their views known, and they are comfortable in speaking openly about themselves as learners in a level-headed and mature manner. They develop excellent relationships with their teachers and value the independence and respect afforded them in their learning, as well as in the guidance they receive.

#### **4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT**

- 4.1 The quality of the pupils' personal development is excellent.
- 4.2 The pupils' personal development is nurtured and supported in a school that considers the character of the whole person to be as important as their academic achievement. Throughout the school, pupils develop into charming and confident young people with a strong sense of self-worth and a natural sense of their place in the world, without any signs of entitlement. In response to the pre-inspection questionnaires, almost all parents were highly satisfied and complimentary about the personal development of their children and the high standards of pastoral care which allows them to flourish at all ages. The governors and senior leadership successfully fulfil their aim to provide an education in a relaxed but disciplined atmosphere where individual needs are taken seriously.
- 4.3 The youngest children in the EYFS soon begin to be independent, as teachers create an atmosphere of fun where they can learn through play and exploration, especially in the outdoor environment. Parents report in their questionnaires that their young children feel secure and confident in school and have faith and trust in their teachers. As they grow through the school, pupils are able to reflect on their own strengths and weaknesses and show excellent levels of self-esteem, confidence and resilience because they are extremely well supported, encouraged and challenged by staff. They gradually develop ambition for themselves as they seek to do the best they can. They are confident in setting targets and goals for themselves, and are eager to try new ventures and expand their experiences. Pupils are given opportunities to make decisions from a young age and they recognise that their opinion is valued. Senior pupils readily make decisions for themselves that are informed by an understanding of their own capabilities and enjoy contributing to outcomes that benefit the school as a whole. As they prepare to leave school, sixth-form pupils are confident in making key decisions about their future choices and aspirations.
- 4.4 Pupils throughout the school enjoy busy active days but they do have opportunities to reflect and think about the wider aspects of life. From a young age, they show a great appreciation of nature and the wonders of the world, enjoying activities that take them out into the countryside. As they develop spiritually, they express their understanding of the non-materialistic side of life through their drama, art and music displays. Junior pupils display items in their classrooms that reflect on the environment and the need to look after our planet and in assemblies they think about what they can be thankful for today. In an 'Able-Writers' club, pupils were able to indicate a spiritual understanding through the elucidation of their reasons for wanting to write. Senior pupils, in their work in philosophy and religious studies, think about what they can do with their lives and how religious beliefs impact on life.
- 4.5 Pupils understand the consequences of their own behaviour and the majority exhibit excellent standards of self-discipline and conduct in the classroom and around the school. Pupils demonstrate an excellent understanding of what is morally right and wrong and recognise that it is good to learn from their mistakes. There is a genuine understanding of what is meant by taking responsibility for your own actions. They show respect for the school environment and develop excellent relationships with their teachers, many of whom they value as role models. Junior children willingly abide by the class rules they set for themselves each year and older pupils recognise the importance of rules and laws in a successful society. Traditional British values of tolerance, individualism, respect for the law and respect for others are key features of the pastoral system and their personal, social and health education (PSHE) programme. Leadership skills and a sense of responsibility is evident in their willingness to contribute to the life of the school. The buddy and mentoring schemes running through the whole school are valued by both the pupils and the staff. Older pupils support the younger year groups. In the junior school, the Year 6 pupils enjoy inventing games for the youngest children to play and the sixth form pupil mentors help to build social and organisational skills in younger pupils less confident than themselves. Pupils help with coaching team sports and offer support in academic clinics to consolidate learning, while pupils of all ages enjoy the responsibility of being on the school council.

- 4.6 Pupils exhibit excellent social development and they report that they are happy in school because of the friendly and welcoming atmosphere which enables pupils to 'get on well' with each other. Pupils value kindness and tolerance in their friendships. They appreciate the school policy which promotes integration between all classes and year groups, as well as the opportunities to make new friends it provides. Year 7 pupils found their school induction trip a valuable experience in building friendships with the whole year group. Junior classrooms have displays of the school targets for the year which include 'How can I appreciate someone?'; 'What can I do to be courteous to other people?' and 'How can I value someone else?' Pupils talked about the importance of listening to others and respecting different ideas to their own. Pupils appear happiest when working collaboratively, whether in group work, team sports or in their many extra-curricular pursuits.
- 4.7 Pupils show a generosity of spirit in the time they give to others. By contributing positively to their local community through voluntary work, charitable projects, or in sharing their musical ability through concerts, they develop excellent social skills and gain an increased understanding of life beyond school. Pupils eagerly choose charities to support each year and recently gained a nomination for a good neighbour award from a local school for which they had raised funds. Pupils have a strong sense of the importance of fairness and equality. They have a good understanding of the differences in cultural backgrounds and faiths in the world through their work in the curriculum and trips out of school. They understand the issues that inequality presents in the world and realise that people are not as fortunate as themselves and that they should try to help others. The Year 12 African adventure trip incorporates project work where girls are involved in teaching and boys build furniture for a school, as well as entertaining the children. Respect and tolerance of others is given a high priority in their PHSE work and in assemblies. Their involvement in the 'Votes for Schools' scheme makes them very aware of current affairs and the big issues affecting society, including the wars in the Middle East.
- 4.8 Pupils are aware of the importance of a healthy lifestyle. A clear understanding of the complexities of mental health has been gained through a programme of lectures, activity sessions and discussions focusing on the theme of well-being. Pupils throughout the school set themselves targets and challenge themselves to increase their physical fitness as they participate in a wide range of sports and activities throughout the school week. Young children were able to tell, in great detail, the rules for staying safe in the woodland environment. All pupils who completed the questionnaire reported that they knew how to keep themselves safe on the internet after participating in a detailed programme on e-safety. The importance of healthy eating is understood through the advice given in their work on nutrition.
- 4.9 By the time the pupils leave their current phase of education, they report that they feel well prepared to move on, whether into senior school education, university or the world of work. They feel confident that they can cope with new demands and challenges and feel mature and self-assured enough to be make a positive contribution to society in the next phase of their life.