

School inspection report

19 September 2023 to 21 September 2023

LVS Ascot

London Road
Ascot
Berkshire
SL5 8DR

The Independent Schools Inspectorate is appointed by the Department for Education to inspect association independent schools in England. Our inspections report on the extent to which the statutory Independent School Standards and other applicable regulatory requirements are met, collectively referred to in this report as ‘the Standards’.

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Summary of inspection findings

1. The proprietor, through the school's governing body, together with leaders and managers ensures that pupils receive education that is wide-ranging and appropriate. Pupils make good progress at this school.
2. Self-evaluation is integral to leaders' approach to strategic development. As a result, leaders' planning for pupil progress and wellbeing is well-informed by the current context of the school. Governors have an informed oversight of how leaders are fulfilling their responsibilities towards pupils.
3. Leaders' thinking is dynamic and adapts to emerging situations and needs of pupils. They are self-reflective and do not rely on strategies that have worked in the past. They are vigilant in recognising and responding to change. Leaders continually review and evaluate the impact of their decisions and check for unintended consequences arising from their approaches. As a result, there is a positive school culture, with support for the mental wellbeing of all members of the school community. The views of pupils, parents and staff are listened to, the school has an outward-looking perspective, and boarding is well managed.
4. Teaching enables pupils, including children in the early years, to engage positively in learning. Most lessons are well-planned and ensure that pupils' learning needs are met effectively. Pupils achieve well at all stages of their education and show good learning skills across all curriculum areas. Examination results show that most pupils make good progress relative to their starting points.
5. Leaders identify the need for and implement support for individual pupils well, and ensure those needs are met including for pupils who have special educational needs and/or disabilities (SEND). Pupils who speak English as an additional language (EAL) also receive the support they need. This approach also enables more able pupils and those with particular talents to thrive. Over time, pupils with additional needs make good progress. However, the implementation of the strategies leaders have introduced is not always consistent for some senior pupils.
6. Leaders ensure that safeguarding is effective. The supervision of pupils is planned to be both sufficient and attentive, in and around the school and on trips. The impact of behaviour management is continually reviewed. Recent initiatives in behaviour management are leading to improving standards and an even more positive atmosphere.
7. The familial approach of the leaders underpins the development of strong supportive relationships between pupils and teachers, which is the basis of effective pastoral care. Most pupils raise any issues with adults and know that their concerns will be taken seriously, although some pupils are less confident that their teachers listen to their concerns about the application of the behaviour policy.
8. The wellbeing of boarders is strongly promoted by leaders, which contributes positively to the personal development of boarding pupils.

9. There is a well-developed activity and co-curricular programme, which includes a wide range of activities. This encourages a high level of participation and sufficient variety for pupils both to expand their interests and find a sense of belonging.
10. Pupils care for and support one another and those in the wider community. The school promotes this behaviour by ensuring that there are opportunities for pupils to contribute positively to the lives of others, including by charity fundraising, visiting local care organisations and running clubs for younger pupils.
11. Timely arrangements are in place to support pupils and ensure that they are well-prepared for the next steps in their education, whether choosing subjects, academic or career paths, or making the transition into the next stage at school, further education or employment.

The extent to which the school meets the Standards:

- Standards relating to leadership and management, and governance are met
- Standards relating to the quality of education, training and recreation are met
- Standards relating to pupils' physical and mental health and emotional wellbeing are met
- Standards relating to pupils' social and economic education and contribution to society are met
- Standards relating to safeguarding are met

Recommended next steps

- Ensure that all teachers use their planned strategies in the classroom consistently to enhance the learning of pupils with additional needs.
- Ensure that teachers hear and respond to pupils' concerns about application of the behaviour policy and ensure that the behaviour policy is consistently applied.

Section 1: Leadership and management, and governance

12. Leaders at all levels have the skills and knowledge appropriate to their role and fulfil their responsibilities proficiently. They have a range of suitable policies in place and ensure their effective implementation. They work with other agencies as appropriate. They also keep the accessibility plan under review so that the curriculum and other aspects of the provision are available to all groups of pupils.
13. Governors have a thorough understanding of the school and oversee risk management effectively with detailed, well-documented and regularly reviewed strategies in place. They understand the needs of particular cohorts of pupils and evaluate the support provided for them. As a result, they support senior leaders, through appropriate challenge, to develop further initiatives to improve wellbeing and learning for pupils.
14. Senior leaders are highly self-evaluative and understand the importance of effective delivery by the school of its aims and ethos. They continually review, evaluate, plan, implement and review the impact of their actions to refine and improve provision. For example, leaders changed the structure of the senior management team to ensure the effective monitoring of personal, social and health education (PSHE) and relationships and sex education (RSE) delivery. This evaluative approach is used effectively throughout the school, from early years to sixth form, to enhance pupil wellbeing.
15. Leaders are alert to the impact of their initiatives on small groups of pupils as well as on the wider pupil body and consider unintended consequences and risk as part of their processes. For example, leaders sought the views of pupils about the recent initiative to expand and relocate the wellbeing hub away from the centre of the school. They discovered that some pupils were anxious about this. Leaders then amended their plans, enabling students to discreetly visit the hub and access effective pastoral support.
16. Leaders manage complaints effectively. Complaints are recorded and responded to appropriately and promptly. Regular reports to parents on pupils' progress are informative, and leaders ensure that other relevant information is made available to parents.
17. Governors ensure that those with responsibility for health and safety take appropriate actions to make the school a safe place to be. Pupils' welfare is promoted by the effective implementation of the written risk assessment policy, and action is taken to reduce risks to pupils' welfare. Leaders are alert to risks and take prompt and effective action when these are identified. Pastoral leaders also identify and manage risks to pupils arising from harmful behaviours, promoting their wellbeing.
18. Governors ensure leaders and teachers meet the needs of all pupils and plan the curriculum and teaching effectively, considering their aptitudes and prior attainment, so that pupils learn well and make good progress. As a result, pupils' attitudes to learning are very positive and they are willing to collaborate to get the best results for each other. The curriculum is complemented by a broad and varied co-curricular programme that enables pupils to develop social skills and personal qualities in themselves and others.
19. Leaders enable a culture that is child-centred and promotes boarders' wellbeing. The school provides parents with the information they need to understand the principles of boarding provision.

This is available in a variety of languages. The senior boarding staff lead the provision well, understand the needs of boarders and ensure that all boarding staff are well trained.

20. Governors have vigilant oversight of safeguarding arrangements and support effective measures to safeguard pupils. Safeguarding training is thorough and confirms that leaders equip staff to understand their role in protecting the pupils. Leaders take action to reduce bullying and to ensure that behaviour is managed effectively; they have assessed and put in place strategies to mitigate risk in this area.

The extent to which the school meets Standards relating to leadership and management, and governance.

All the relevant Standards are met

Section 2: Quality of education, training and recreation

21. Leaders plan the curriculum effectively, considering the needs and interests of the pupils. The range of subjects taught ensures ample opportunities for gaining a wide range of knowledge and skills. The programme is designed to develop pupils' linguistic, literacy and numeracy skills. As a result, pupils communicate articulately, access information through reading effectively and are confident in using numeracy and technology to enhance their learning.
22. In examination results, almost all pupils attain grades in line with or above those expected, given their starting points. Pupils with SEND often exceed expectations because of the individualised and effective support they receive in almost all areas, which also motivates them to learn.
23. Leaders have ensured that there is effective assessment of pupils. The information is analysed, and the curriculum adjusted accordingly so that the learning needs of pupils are met.
24. In the early years, adult support enables the development of positive attitudes. Teachers have high expectations for the children's learning and development, with effective strategies in place providing a good balance of activities such as reading stories and role-play. These are planned to ensure successful outcomes, providing the children with a well-earned sense of achievement and pride and a positive start to their school career.
25. Leaders ensure that teachers implement the curriculum effectively and use a variety of teaching methods, a good range of classroom resources and activities appropriate to the needs of the pupils. Most lessons are planned well and managed so that pupils are engaged and learn at a pace that enables them to retain subject knowledge. Teachers encourage them to think and learn for themselves. Consequently, pupils make good progress over time.
26. Subject leaders ensure that provision is appropriate and adjusted to the needs of pupils. Teachers consider the aptitudes, needs and prior attainments of the pupils in the planning of lessons and design strategies to meet those needs. However, these strategies are not always consistently implemented for some pupils with individual needs in the senior school. This means that sometimes, pupils have a less clear understanding than others of how to make and judge progress in their work.
27. Pupils, including in the early years, engage in a variety of purposeful activities provided by teachers which build and develop life skills. Leaders ensure all pupils can access a good range and choice of activities outside teaching time, including sufficient free time each day. There is, as a result, high participation by pupils in these activities, particularly in the infants and junior school.
28. Leaders create and make accessible a stimulating environment to encourage pupils including boarders to develop their emotional, intellectual, social, creative and physical skills in an age-appropriate way, considering any special requirements. The boarders have access to a wide range of safe recreational areas, both indoors and outdoors, and there are safe areas at school where boarders can be alone if they wish.
29. The programme of co-curricular activities, including those for boarders, is wide-ranging and broad. Pupils speak warmly about their experiences and the range of recreational activities available to them, which helps them to develop their skills and independence.

The extent to which the school meets Standards relating to the quality of education, training and recreation:

All the relevant Standards are met

Section 3: Pupils' physical and mental health and emotional wellbeing

30. Leaders are effective in meeting the aim that all pupils should be happy and healthy, by encouraging pupils' participation in a wide range of physical education and personal development activities. As a result of these, pupils enjoy and understand the benefit to their mental health and emotional wellbeing of a balanced lifestyle that includes exercise. The provision promotes inclusion as all pupils have access to all sporting and other activities offered.
31. In the early years, the physical development of children is nurtured by opportunities provided by staff to explore and play outdoors both during curricular and free time. The playground is supervised sufficiently to support the children to explore their physical environment and the range of play equipment available. They are able to take managed risks.
32. To promote emotional wellbeing among the pupils, leaders recently invested in a full-time wellbeing practitioner. This allows the pupils to take time-out sessions and is having a positive impact, with pupils being successfully supported and re-integrated through the wellbeing hub. Leaders and governors strongly promote good mental health.
33. Leaders ensure that the curriculum in PSHE and RSE is drawn up and implemented well and at an age-appropriate level, encouraging respect for other people. RSE and the Life Learning (PSHE) programmes, as well as the general ethos of the school, motivate pupils to act responsibly and respectfully as their part in creating a harmonious learning community, where all feel valued and supported. Pupils recognise opportunities to explore and discuss issues of diversity and are confident that teachers challenge inappropriate racist and homophobic language. Relationships between pupils and their peers as well as staff are positive and ensure the school is a calm and inclusive environment.
34. Boarding staff establish an ethos that contributes positively to boarders' physical and mental health and emotional wellbeing. Boarders' needs are met through the provision of suitable boarding houses. Pupils have comfortable bedrooms with secure storage, recreational areas and appropriate activities. Leaders provide nourishing food and suitable kitchen areas. Staff support pupils' wellbeing well. There is a suitable programme of induction for new boarders. Relationships between boarders and staff are positive, based on trust and respect.
35. Leaders ensure suitable arrangements are in place for pupils including boarders who have an injury, become unwell or have specific medical needs. Staff receive regular training and have first aid qualifications suitable for their role.
36. The team-working approach of the leaders encourages supportive relationships between all members of the school community and this in turn generates the positive atmosphere vital to strong pastoral care. Teachers and tutors discuss assessment and progress with pupils so that they reflect on their attitudes to their own learning and how they might reframe their experiences to lead to greater self-knowledge and self-confidence. In the supportive atmosphere, pupils are polite and thoughtful and apply themselves purposefully to their studies and, in their less structured time, talk easily to one another and pursue their own interests. The wide range of well-chosen activities

available includes some small groups with minority interests so that most pupils can find their niche, which promotes their well-being as well as their personal development.

37. Pupils behave well because teachers have clear expectations of behaviour both in school and on trips. Levels of staff supervision are high, and pupils are confident that incidents of bullying are managed swiftly and well.
38. Senior leaders continually review the impact of behaviour management and recent initiatives are leading to improved standards and an even more positive atmosphere. Consequently, most pupils typically treat their peers well and speak articulately about the behaviour policy. However, some pupils in the middle years of the senior school are not always clear about how the behaviour policy is applied and perceive inconsistencies between teachers. They believe that sometimes teachers do not listen to them.
39. The school premises and accommodation including boarding houses are well maintained. Health and safety practices are implemented effectively. Precautions are taken to reduce the risk from fire. Fire evacuation drills take place termly, including during boarding time, and staff receive regular fire training. The school's admission and attendance registers are properly kept to monitor pupils' attendance diligently.

The extent to which the school meets Standards relating to pupils' physical and mental health and emotional wellbeing:

All the relevant Standards are met

Section 4: Pupils' social and economic education and contribution to society

40. Leaders have designed a curriculum that offers opportunities for pupils of all ages to learn about society and the wider world. Teachers further enable this by linking their subject matter to exploring global themes and the life experience of others. The English department's class equity project engages pupils to understand how they can make economic contributions to society. Pupils enthusiastically explain that this introduction to salaries, taxes, budgeting, and the value of money is useful preparation for adult life.
41. Pupils appreciate the difference between right and wrong, and the need to have rules in school and laws in society to protect everyone's interests and to help support a peaceful society. Accepting responsibility for their own behaviour, pupils listen to one another, and are tolerant towards those who come from a different culture. Pupils are encouraged to engage with current affairs. They understand that, living in a democratic society, not everyone thinks as they do about social, human and economic issues and that discussion is healthy, and that respect for others and for the rule of law is paramount.
42. Leaders encourage pupils to reflect upon and to accept responsibility for their own learning, explaining how persistence and effort yield tangible results. Leaders emphasise that learning is not a passive process. Pupils engage with this approach, setting their own targets with a view to fulfilling their ambitions.
43. In considering their futures, pupils already appreciate and benefit from the positive impact of the recent improvement in the quality of careers education provision. The revitalised programme of careers perspective talks, visiting industry professionals and parent option mornings is forming a dynamic provision for pupils of all ages. Leaders ensure that there are timely opportunities for pupils to make informed choices about the next stage of their education. Pupils go on to study a variety of courses or apprenticeships, many of which have challenging entry requirements, at a range of universities, colleges and organisations.
44. Pupil leaders are supervised appropriately. Older pupils such as Year 6 prefects under the guidance of staff have appropriate duties and responsibilities to support younger pupils during free time. This serves to promote strong relationships between pupils of different ages.
45. Cultural understanding, respect and tolerance between pupils is actively promoted by all members of the school community in line with the leaders' philosophy and approach. The contribution made to society by pupils, in particular senior prefects, is significant and something of which they are proud. There are a wide variety of ways in which pupils do this, for example volunteering in local care homes and running clubs for younger pupils.
46. Boarders understand the feelings of others and how to make good friendships. They learn social skills of cooperation and conflict resolution under the guidance of the boarding staff. Boarders described theirs as a community of mutual respect where everyone is accepted for who they are. They are respectful of their peers' individual needs and work collaboratively with others from a

variety of nationalities and religions. They are helped to understand the world by having access to information about events in the world outside the school including via screens around the school showing news items. Boarders visit local towns and facilities in the evenings and at weekends as appropriate to their age.

The extent to which the school meets Standards relating to pupils' social and economic education and contribution to society:

All the relevant Standards are met

Safeguarding

47. Arrangements and processes to safeguard and promote the welfare of pupils including boarders are effective. Both staff and pupils are aware of these arrangements outlined in the school's policy.
48. Leaders ensure that safeguarding has high profile in the school, and that all staff receive effective training when they join the school and at regular intervals. Both staff and pupils have a good understanding of what to do to report any concerns they may have.
49. Those with designated safeguarding lead responsibilities receive appropriate training. They are well informed about child protection procedures and contextual risks including those that may occur online. Leaders work with external agencies when concerns arise and refer to children's services or consult with the local authority designated officer in a timely manner. Risk assessments are in place, and staff use digital systems to record and communicate helpful information.
50. The pupils feel safe in school and they are confident that staff would act swiftly if they had a concern.
51. The single central register is kept meticulously and systematically. Leaders ensure that safer recruitment checks are completed for adults, including staff, volunteers, governors and proprietors before they begin working at the school.
52. Leaders in the early years are effective in promoting the safeguarding of children through clear policies, and thorough risk assessment, well managed behaviour and good links with the health and wellbeing centre.
53. There are clear systems in place to keep pupils including boarders safe online through the filtering and monitoring system. The comprehensive RSE and PSHE scheme of work includes teaching pupils how to stay safe online. Leaders are continuously looking at new approaches to keep pupils safe online and to monitor harmful online content.
54. Safeguarding leaders review absence rates daily and are aware of those who may be vulnerable. They act swiftly to support those who are absent and their families.

The extent to which the school meets Standards relating to safeguarding:

All the relevant Standards are met

School details

School	LVS Ascot
Department for Education number	867/6005
Registered charity number	230066
Address	London Road Ascot Berkshire SL5 8DR
Website	https://www.lvs.ascot.sch.uk
Proprietor	The Licensed Trade Charity
Chair	Mr Toby Brett
Principal	Mrs Christine Cunniffe
Age range	4 to 18 years
Number of pupils	853
Number of boarding pupils	153
Date of previous inspection	30 April to 2 May 2019

Information about the school

55. LVS Ascot is a co-educational day school in Ascot, Berkshire. The school consists of an infants and junior school and a senior school which includes a sixth form on a single site. The school is a charitable trust overseen by a board of governors. Since the previous inspection a new chair of governors was appointed in June 2023.
56. The school has four boarding houses, all on site. One house for male pupils aged 10–16, one house for female pupils aged 10–16 and two sixth-form single sex houses.
57. There are 11 children in the early years in one Reception class.
58. The school has identified 232 pupils as having special educational needs and/or disabilities. One pupil in the school has an education, health and care (EHC) plan.
59. English is an additional language for 73 pupils.
60. The school states that its aims are to reflect on the past to embrace the challenge of the future, to be resilient, inquisitive and creative, to be happy and healthy, to live with integrity, empathy and humility, and to be courageous, bold and robust in our endeavours.

Inspection details

Inspection dates 19 – 21 September 2023

61. A team of nine inspectors visited the school for three days. The onsite inspection was quality assured by a monitor.
62. Inspection activities undertaken included:
- discussions with senior leaders, middle leaders, governors, and staff
 - discussions with groups of pupils, including boarders
 - joint lesson walks with school leaders
 - observations of teaching and learning
 - scrutiny of documentation including policies, logs and risk assessments, minutes, and pupil voice records
 - work scrutiny with pupils, including discussions about their work
 - observations at break and lunchtimes
 - observation of an assembly
 - tours of the premises, boarding houses, and wellbeing hub.
63. The inspection team considered the views of pupils, members of staff and parents who responded to ISI's pre-inspection surveys.

How are association independent schools in England inspected?

- The Department for Education is the regulator for independent schools in England.
- ISI is approved by the Secretary of State for Education to inspect independent schools in England, which are members of associations in membership of the Independent Schools Council.
- ISI inspections report to the Department for Education on the extent to which the statutory Independent School Standards, the EYFS statutory framework requirements, the National Minimum Standards for boarding schools and any other relevant standards are met.
- For more information, please visit **www.isi.net**.

Independent Schools Inspectorate 2023

CAP House, 9-12 Long Lane, London, EC1A 9HA

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