



**ISI** Independent  
Schools  
Inspectorate

**REGULATORY COMPLIANCE INSPECTION REPORT**

**THE LYCEUM**

**JUNE 2018**



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## SCHOOL'S DETAILS

<b>School</b>	The Lyceum			
<b>DfE number</b>	204/6401			
<b>Address</b>	The Lyceum 6 Paul Street Shoreditch London EC2A 4JH			
<b>Telephone number</b>	0207 2471588			
<b>Email address</b>	admin@lyceumschool.co.uk			
<b>Headteacher</b>	Mrs Vanessa Bingham			
<b>Proprietor</b>	Minerva Education			
<b>Age range</b>	3 to 11			
<b>Number of pupils on roll</b>	105			
	<b>Boys</b>	56	<b>Girls</b>	49
	<b>EYFS</b>	26	<b>Juniors</b>	79
<b>Inspection dates</b>	6 to 7 June 2018			

## **1. BACKGROUND INFORMATION**

### **About the school**

- 1.1 The Lyceum is an independent day school for boys and girls aged 3 to 11 years old situated in a single building in the City of London. It is owned and governed by Minerva Education whose directors act as governors of the school. The current head teacher was appointed in September 2016.
- 1.2 The school was founded in 1997 by the proprietors, who were then the head teachers. In January 2014, the school became part of Minerva Education. The school is situated in a small, two-storey building with an open plan, topic-based approach to learning.

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

- 1.3 Making full use of its location in London as an extended classroom, the school aims to enable its pupils to develop into confident young people who have open, questioning, independent minds; who will have a lifelong love of learning; and who will become responsible and positive members of society, able to making informed decisions about their education and personal lives.

### **About the pupils**

- 1.7 The pupils come from a diverse range of ethnicities and professional backgrounds, with many of their parents employed in the City of London. Nationally standardised test data provided by the school indicate that the ability of the pupils is above average. The school has identified 13 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia and dyspraxia; all of them receive additional specialist help. No pupil in the school has an education, health and care (EHC) plan or a statement of special educational needs. English is an additional language (EAL) for 32 pupils, whose needs are supported by their classroom teachers. Data used by the school have identified four pupils as being the most able in the school's population, and the curriculum is modified for them and for two other pupils because of their special talents in music.

## 2. REGULATORY COMPLIANCE INSPECTION

### 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. Accordingly, inspection records whether the school meets each of these standards, which are arranged in eight Parts, each of which is divided into separate paragraphs. The inspection of schools that have early years settings not requiring registration similarly records whether the school complies with key provisions of the Early Years Foundation Stage statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, the inspection reports 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. It comments on the progress made by the school in meeting the compliance action points set out in the school's most recent statutory inspection.

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 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 un-met standards identified at their previous inspection.

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 a COMPLIANCE ONLY inspection and as such 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.

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 full regulations and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#), [Early Years Foundation Stage Statutory Framework](#).

## KEY FINDINGS

- 2.1 The school meets almost all of the required standards in the schedule to the Education (Independent School Standards) Regulations 2014, relevant requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements. In order to meet all the standards, the school should take immediate action to remedy the deficiencies as detailed below.

### PART 1 – Quality of education provided

- 2.2 The school uses its own framework to determine attainment, instead of the national framework.
- 2.3 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.4 **The standards relating to the quality of education [paragraphs 1–4] are met.**

### PART 2 – Spiritual, moral, social and cultural development of pupils

- 2.5 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens.
- 2.6 **The standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.**

### PART 3 – Welfare, health and safety of pupils

- 2.7 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.
- 2.8 **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 and proprietors

- 2.9 The school makes appropriate checks to ensure the suitability of staff and proprietors and a register is kept as required.
- 2.10 **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

- 2.11 Suitable toilet facilities for pupils and appropriate accommodation for their medical 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.
- 2.12 **The standards relating to the premises and accommodation [paragraphs 22–31] are met.**

## PART 6 – Provision of information

- 2.13 A range of information is variously published, provided or made available to parents, inspectors and the Department for Education. This includes details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for English as an additional language. This also include particulars of the school's academic performance during the preceding school year, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website.
- 2.14 **The standard relating to the provision of information [paragraph 32] is met.**

## PART 7 – Manner in which complaints are handled

- 2.15 The school has a suitable policy to handle parental complaints 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.
- 2.16 Records of informal complaints are kept, including of any action taken, whether or not a complaint is successful. There are omissions from the log of formal complaints provided by the school, where formal complaints that have been raised have not been recorded, nor any details of any actions taken as a result.
- 2.17 **The standard relating to the handling of complaints in sub-paragraphs 33 (a) to (i) and (k) are met but the standard in sub-paragraph 33 (j) [management and recording of formal complaints] is not met.**

### Action point 1

- **the school must ensure that it fully implements its complaints policy by keeping a written record of all formal complaints, whether they are resolved following a formal procedure, or proceed to a panel hearing; and of action taken by the school as a result of these complaints, regardless of whether they are upheld [paragraph 33 (j) (i) and (ii)].**

## PART 8 – Quality of leadership in and management of schools

- 2.18 The proprietor ensures that the leadership and management actively promote the well-being of the pupils.
- 2.19 The proprietor does not fully ensure that the leadership and management demonstrate good skills and knowledge and fulfil their responsibilities effectively so that the independent school standards are met consistently, in particular the handling of parental complaints.
- 2.20 **The standard relating to actively promoting the well-being of children in sub-paragraph 34(c) is met but those in sub-paragraphs 34(a) and (b) relating to the demonstration of knowledge and skills and the fulfilment of responsibilities are not met.**

## Action point 2

- **The proprietor must ensure that the leadership and management demonstrate good skills and knowledge and fulfil their responsibilities effectively, so that the independent school standards are met consistently, in particular in the handling parental complaints [paragraph 34 (a) and (b)].**

### **3. INSPECTION EVIDENCE**

- 3.1 The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff and with the chair of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended class registrations. 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**

Mr Matthew Lovett

Reporting inspector

Mr David Williams

Compliance team inspector (Compliance officer, IAPS school)