



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Report

The Lyceum

November 2022

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School's Details

School	The Lyceum			
DfE number	204/6401			
Address	The Lyceum 59–65 Worship Street London EC2A 2DU			
Telephone number	02072 471588			
Email address	frontdesk@lyceumschool.co.uk			
Headmaster	Mr Michael Stanley			
Proprietor	Dukes Education			
Age range	4 to 11			
Number of pupils on roll	123			
	EYFS	22	Prep School	101
Inspection dates	15 to 17 November 2022			

1. Background Information

About the school

- 1.1 The Lyceum is an independent co-educational day school. It is owned and governed by Dukes Education. The school comprises two sections: the Early Years Foundation Stage, for children in Reception, and the prep school for pupils in Years 1 to 6.
- 1.2 The school moved into its current premises in May 2019. The current headmaster took up his position in September 2022.

What the school seeks to do

- 1.3 The school's aim is to provide a caring and supportive environment which promotes kindness, creativity and confidence, in which pupils can be nurtured to develop a love of community. The objective is that pupils will learn to value their own unique gifts and develop an understanding that they can make a positive contribution to the world.

About the pupils

- 1.4 Pupils come from a range of professional families with diverse cultural backgrounds, mostly living within a short journey of the school. Assessment data provided by the school indicate that the 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 seven pupils as having special educational needs and/or disabilities (SEND), which include dyslexia and dyspraxia, of whom six pupils receive additional specialist help. English is an additional language (EAL) for 41 pupils, of whom one pupil requires additional support for their English. Data used by the school have identified nine 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 meets the 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 no further action is required as a result of this inspection.**

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 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 Pupils receive relationships education. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.
- 2.5 The standards relating to the quality of education [paragraphs 1–4] are met.**

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, 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 any with education, health and care plans or English as an additional language. 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. The safeguarding policy is posted on the school's website.

2.15 The standard relating to the provision of information [paragraph 32] is met.

PART 7 – Manner in which complaints are handled

2.16 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.

2.17 The standard relating to the handling of complaints [paragraph 33] is met.

PART 8 – Quality of leadership in and management of schools

2.18 The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met, and they actively promote the well-being of the pupils.

2.19 The standard relating to leadership and management of the school [paragraph 34] is met.

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 make good progress overall.
- Pupils have highly positive attitudes towards their work whether working independently or in groups.
- Pupils are excellent communicators.
- Pupils show notably high levels of competence in numeracy.
- Pupils develop excellent understanding, knowledge and skills in the core areas of their learning. However, their knowledge and skills are less well developed in the wider curriculum.

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

- Pupils display high levels of self-confidence and self-awareness.
- Pupils demonstrate excellent social and collaborative skills.
- Pupils make extremely positive contributions to the school and wider community.
- Pupils are highly respectful of one another and of other peoples' cultures and background.

Recommendations

3.3 The school is advised to make the following improvements.

- Enable pupils to strengthen their technological knowledge, skills and understanding.
- Enable pupils to strengthen their physical and artistic development.

The quality of the pupils' academic and other achievements

3.4 The quality of the pupils' academic and other achievements is good.

3.5 Pupils throughout the school make good progress. Standardised assessment data provided by the school indicate that pupils of all abilities make good progress, with some progressing rapidly. Individual pupil progress is supported by tailored work and goals more effectively as the school has successfully met a recommendation from a previous inspection to track each pupil's progress. In the EYFS, children joining with a broad range of ability, make rapid progress with most achieving the expected levels of development for their age by the end of Reception. Assessment data show that pupils across the school achieve above expectations in reading whereas their achievement in spelling

or phonics is not as strong. Pupils with SEND make good progress as they benefit from clearly targeted strategies that are shared with staff and parents. More able pupils make good and often rapid progress as they benefit from teachers who know and understand their pupils' abilities and ensure that they receive appropriate challenge. Most parents responding to the pre-inspection questionnaires agreed that teaching enables their child to make progress and inspection evidence supports this view. Opportunities to develop good progress to more rapid progress can be supported by effectively using the wealth of assessment data the school is capturing to inform planning. Pupils are successful in achieving entry to senior schools, including those that are highly selective, with some pupils gaining scholarship awards.

- 3.6 Pupils show strong levels of knowledge, skills and understanding in English, mathematics, science and the humanities. Children in the EYFS showed an excellent understanding of the sounds that letters make, building their knowledge successfully from their previous lessons. Pupils from across the school demonstrate a high standard of writing featuring advanced techniques for their age. For example, older pupils use similes, metaphors and figurative language most effectively when writing about their senses. Pupils' mathematical skills and knowledge are well-developed through well-planned lessons that build effectively on pupils' previous learning. In science, pupils develop a strong range of knowledge and understanding. For instance, Year 2 pupils show an excellent understanding of pollination for their age. Pupils show a good awareness and knowledge of social and human studies which develop as a result of effective enrichment opportunities provided through visits and visiting speakers. During 'Living History' days, for example, pupils' knowledge and understanding is secured by immersion in aspects of the Victorian or Tudor periods. Pupils' learning in design and technological areas are not as well developed because opportunities for these are not fully embedded in the curriculum. Pupils throughout the school develop notably high levels of musical understanding and skill, creating music as well as playing and singing to a high standard. Pupils show good creativity in their artwork such as the vase and flower illustrations produced by children in the EYFS. However, pupils' physical and artistic areas of learning are not as well-developed as other areas of their learning.
- 3.7 Pupils express themselves most effectively in a variety of forms. Children in Reception explain articulately number facts and volunteer words beginning with specific sounds. Pupils across the school listen attentively and express themselves with confidence, clarity and sophisticated vocabulary for their age. Year 4 pupils were heard to read aloud with excellent intonation and fluency, enunciating advanced scientific vocabulary with aplomb. Pupils write expressively for a range of different purposes and audiences. For example, Year 6 pupils made excellent use of a wide range of devices, including vivid imagery and complex sentences, in their poetry and creative writing on conflict. In an extra-curricular activity, younger pupils were seen successfully developing British sign language to add to their communication repertoire. Pupils' communication skills benefit from leaders' well-planned strategic approach to developing their expressive skills which includes opportunities to debate, to present to a whole school audience in assembly and for older pupils to be school ambassadors at concerts and on open days.
- 3.8 Pupils of all ages and abilities make excellent progress with their numeracy skills. Children in Reception created nine-headed, nine-legged aliens to illustrate the number effectively and investigated how many ways they could combine other numbers to make nine successfully. Year 2 pupils were seen to apply their knowledge of multiplication tables to excellent effect to solve their wheel puzzles. Pupils' development of strong mathematical skills is promoted by teaching that places emphasis on explaining their reasoning when problem-solving. Pupils apply their mathematical skills well in other areas of their learning such as handling data and using a variety of graphs effectively, such as in Year 6 science investigations. Pupils were seen to make use of co-ordinates accurately in their chess activity and told inspectors that they had found that their knowledge of co-ordinates enabled them to carry out map work successfully during their residential visit to Epping Forest.
- 3.9 Pupils show good competence in information technology and communication skills (ICT) and apply their skills to other areas of their learning effectively. This was seen in their research and presentations

on topics such as countries and endangered animals. In a Year 6 religious education (RE) lesson, pupils created interesting and effective presentations of good quality to illustrate the articles of the Sikhi faith. Pupils made good use of their ICT skills when collaborating outside of school time to produce a school magazine which they succeeded in publishing. Digital technology is also used effectively by pupils for online assessments and competitive mathematics.

- 3.10 Pupils develop good study skills supported by teaching that encourages them to think critically. This was seen in a Year 3 science lesson, where pupils showed they could analyse and use good reasoning skills to hypothesise about the positive and negative benefits of sunlight. Pupils in Year 4 presented some well-informed hypotheses when contemplating the role of bees within our ecosystem. They made excellent links involving insects, plants, primary, secondary and tertiary consumers entirely independently. Year 6 pupils demonstrated a well-developed ability to analyse a range of texts, including poetry written during WW1, to explain why the poet used specific vocabulary. They skilfully identified language devices such as personification and alliteration. Open-ended and higher-order teacher questioning ensures pupils think independently as observed in a guided reading session relating to the Titanic. Most parents responding to the questionnaire agree that the school equips their child with the team working, collaborative and research skills they need in later life. Inspection evidence supports this view.
- 3.11 Pupils succeed in a range of extra-curricular activities and achieve considerable success in music. A very large majority of pupils play at least one musical instrument and many of these to a high standard. Pupils have gained some exceptionally high grades for their age in their ABRSM examinations, notably with piano and violin. Older pupils have gained music scholarships to their senior schools. Pupils' achievements in music are founded on the provision that permeates the school and pupils seize opportunities to sing in one of three age group choirs or join one of the many instrumental ensembles or orchestra. Pupils also achieve success in drama through performances in school productions and in LAMDA examinations. Pupils' accomplishments in art include awards for three-dimensional art, being finalists in a global canvas competition and having work chosen for public display. These include a winner of the Fourth Plinth Schools' award and pupils having their art exhibited in Liverpool Street station after winning a Queen's Jubilee art competition. Pupils have achieved regional representative recognition in synchronised swimming and cricket and the school judo players have competed with some success locally.
- 3.12 Pupils across the school display excellent attitudes towards their learning and demonstrate a strong work ethic. Children in the EYFS show sustained focus when working on their mathematical activities and exhibit a keen desire to complete their tasks successfully. They participate in their activities enthusiastically and relish the opportunity to 'be the teacher'. Pupils in Year 1 worked with high levels of determination and perseverance as they created interesting sentences about penguins independently. Pupils positive work ethic is engendered by the consistent praise and encouragement they receive from leaders and teachers to keep challenging themselves within a calm and supportive environment. Pupils support one another extremely well when working together. This is exemplified by pupils in the 'Big Band' who also demonstrate their ability to lead their own learning by improvising individually during a performance piece. Pupils in a Year 4 science lesson showed high levels of curiosity when seeing a collection of invertebrates and were highly engaged and enthusiastic when completing their task of finding and recording facts. Pupils are well motivated due to the knowledgeable teaching and well-structured activities that keep them engaged with their learning. Older pupils told inspectors that they enjoyed the freedom the school gives them to learn on their own terms allowing them, in some topics, to follow their own path.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils of all ages and abilities have well-developed levels of self-confidence. They gain confidence from presenting and performing in front of their peers and to wider audiences and communicate their thoughts to visitors with assurance. In discussion with inspectors, pupils said they developed confidence from knowing that their teachers will help them learn from mistakes and from the encouragement they receive to work independently. All parents responding to the questionnaire agreed that the school helps their child to be confident and independent. Inspection evidence supports this view. Pupils are self-disciplined and show resilience in the way they persevere with challenge. Children in the EYFS and young pupils maintain focus on their work for considerable amounts of time. Pupils understand themselves very well and appreciate the importance of trying hard and self-reflection. They make good use of opportunities to reflect on their work and development which are consistently provided by teachers throughout the school. Older pupils show a clear idea of where their strengths and weaknesses lie and what they need to do to improve. They express confidence in their preparation and readiness for the challenges that lie ahead of them.
- 3.15 Pupils are highly collaborative and display extremely well-developed social skills. Children in the EYFS demonstrate their strong social awareness and collaboration as they take turns, sharing and learning from one another when undertaking a range of tasks linked with their learning about letters and sounds. Pupils work effectively in pairs and teams in lessons. Staff promote this successfully through thoughtful planning and positive encouragement. In a physical education (PE) lesson, Year 5 pupils supported each other well to perform gymnastic shapes and balances. They recognised well the achievements of others. Similarly, pupils in a Year 4 music lesson celebrated the success of others when playing their finished compositions. Pupils proudly recognise and celebrate the success of their talented peers. Pupils of different ages work together effectively on school committees such as the eco team who have achieved some of their re-cycling goals. Almost all parents who responded to the questionnaire agreed that the school helps their child to develop strong teamwork and social skills. Inspection evidence supports this view.
- 3.16 Pupils make a strong contribution to the school and to others in the wider community who may be less fortunate than themselves. Older pupils, many of whom show strong qualities of leadership in promoting the school's ethos, see themselves as integral to the smooth running of the school as they undertake a range of leadership roles and set a positive example as mentors for younger children. They escort them from the courtyard effectively at the beginning of the day and support them with their reading. Pupils seek to effect improvements for their peers through their role on committees such as the school council. Pupils have shown excellent support for the local community. They have sung carols, recited poetry and begun a history project at a residential home for elderly citizens who have dementia. Pupils regularly raise funds for a local food bank and Year 5 and 6 pupils walked, cycled and ran to support Ukrainian refugees. They collaborated effectively with the neighbouring construction firm on a gardening project in a nearby square. The whole school community, with support from the local authority, assembled to plant a sequoia tree to commemorate the late Her Majesty Queen Elizabeth II. Proprietors, school leaders and staff help to ensure that pupils are successful in meeting the school's aim of developing a love of community. Through the ambitious outreach programme and in everyday life, they successfully fulfil the school's aim to develop pupils' understanding that they can make a positive contribution to the world.
- 3.17 Pupils show high levels of respect for diversity. They value their identity and what they can learn from one another's differences. Pupils acknowledged the consistent modelling they receive from their teachers on respect. Older pupils showed perceptive insight and an excellent understanding and respect for other people's culture, race or colour as they maturely discussed what may cause racial discrimination. Year 6 pupils spoke to the inspectors about the football World Cup and expressed unease that people with protected characteristics may not be viewed with respect in the host country. Children in EYFS improve their understanding of other cultures effectively through an international

food day. Older pupils develop their understanding well through heritage studies, including consideration of the Windrush generation, as part of Black History month. All parents responding to the questionnaires agree that the school actively promotes values of democracy, respect and tolerance of other people. Inspection evidence confirmed this view. Pupils demonstrate well-developed levels of sensitivity when talking about their peers' cultures and voiced their concern that no pupil should experience any form of discrimination.

- 3.18 Pupils make good decisions in the positive choices they make regarding their behaviour and in their work. For example, on completion of their task in mathematics, young pupils chose to read quietly without impacting the progress of those still working. During discussion with inspectors, older pupils conveyed that they understand well that decisions to undertake additional work and study in their own time will provide them with a greater likelihood of success in gaining a place at their senior school.
- 3.19 Pupils show a strong appreciation of the natural world and the wonders of life, as seen in the astonishment of pupils when discovering the importance of bees to our ecosystem. Year 4 pupils spoke of how Mozart's *Turkish March Rondo* made them feel joyful and raised spirits. Pupils across the school reflect quietly on their work and thoughts when they have opportunities such as the regular 'calm me' time during PSHE and mindfulness sessions. They also benefit from the many enrichment opportunities provided by the school's leaders. Experiences such as the Year 5 visit to 'Wonderlab' at the Science Museum, to lunchtime concerts and musical theatres along with a stimulating programme of visiting speakers enables the pupils to develop their appreciation of non-material aspects of life. Pupils recounted how an assembly led by a blind footballer had a strong impact on how they thought about their senses.
- 3.20 Pupils have a strong sense of fairness. They take ownership of their behaviour and show a good understanding of why this is important. Pupils have contributed effectively to drawing up rules for the playground. Children in the EYFS showed great consideration towards one another as they rotated around a carousel of activities with rules around behaviour clearly embedded. In their personal, social, health and economic education (PSHE) work, Year 4 pupils showed good understanding of what they need to do to make a positive difference and how their actions may impact others. Reflecting on rewards and consequences, Year 6 pupils showed they understood well the importance of taking responsibility for their actions and not giving in to peer pressure. Older pupils in an after-school activity showed respect for younger pupils when discussing potential outcomes of chess moves. In their questionnaire responses, a very small minority of pupils disagreed that pupils are kind and respect each other, but inspectors found no evidence in interviews or observations to support this view. Pupils understand the school's aims and its four pillars of kindness, creativity, confidence and community. Kindness is celebrated at every opportunity and pupils strive for the most part successfully to be a pillar of kindness.
- 3.21 Pupils demonstrate a secure understanding of how to stay safe for their age. This is because staff consistently promote safety at all stages. Children in the EYFS develop a good awareness of their surroundings and road safety on their regular visits to the local park. Year 6 pupils participate in Transport for London's Junior Citizenship scheme that secures their awareness of a variety of safety and prevention issues as well as health education. Older pupils show a clear understanding of how to stay safe online when discussing use of chat rooms and online communication. They understand well about what information should not be shared and have a good appreciation of the different contexts of online relationships. Pupils throughout the school show a good understanding of a healthy lifestyle. Pupils' work in Year 3 science shows they recognise well how different foods contribute to a healthy diet. Pupils understand the need for physical exercise and good mental health. This is successfully promoted by staff and school leaders through such activities as gymnastics, yoga and mindfulness.

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 a senior member of the proprietary body and observed a sample of the extra-curricular activities that occurred during the inspection period. 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

Mr Vaughan Jelley	Reporting inspector
Mr Richard White	Compliance team inspector (Former bursar, IAPS school)
Miss Claire Corkran	Team inspector (Former head, IAPS school)