

# School inspection report

2 to 4 December 2025

## The Lyceum

The Lyceum

59–65 Worship Street

London

EC2A 2DU

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 governors and leaders demonstrate a clear and ambitious vision. Leaders promote the school's aims so that they are well understood by pupils, parents and staff. Leaders securely embed these aims in the daily life and culture of the school.
2. Governors provide oversight and challenge to leaders as they implement strategies that ensure all Standards are met. Leaders promote ongoing improvements in teaching, learning and meeting pupils' needs.
3. Leaders promote a developmental and supportive approach to leadership within the school. For example, leaders ensure that staff receive high-quality professional development and coaching, and they conduct regular performance reviews. Teachers are well supported in their roles.
4. Children in the early years benefit from a well-structured and carefully planned introduction to school life. Staff consistently and effectively promote communication and language. As a result, children develop listening skills, sustained engagement and the confidence to contribute to discussions and express their ideas clearly. Pupils make progress in a calm, nurturing and aspirational environment.
5. Leaders implement a well-structured curriculum that carefully considers the needs of all pupils. Teachers make effective use of a wide range of resources, enabling pupils to acquire the knowledge and skills they need to make good progress.
6. The physical education curriculum meets pupils' needs. However, the range of sporting opportunities is not always appropriate for pupils' needs and aptitudes. As a result, not all pupils are able to make consistently good progress in this curriculum area.
7. Leaders provide a wide and varied range of extra-curricular activities, enabling pupils to develop new skills and pursue diverse interests. Leaders make opportunities available for local and international educational visits. Through such opportunities, pupils extend and deepen their learning.
8. Leaders encourage pupils to be kind, patient and attentive to each other's needs. Behaviour is consistently positive and pupils understand the school's expectations. Pupils review and contribute to the school's code of conduct. This reinforces a school culture of responsibility and respect.
9. Leaders provide careers information and guidance that builds progressively as pupils move through the school. Through initiatives such as whole-school careers days, pupils have opportunities to explore a wide range of careers and future pathways. This helps pupils to make informed choices about their next steps.
10. Governors and leaders ensure that the safeguarding policy is implemented effectively to comply fully with statutory guidance. Pupils have access to a range of appropriate channels to share concerns and know there is a trusted adult they can turn to for support.

## 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

Leaders should:

- ensure the range of activities in physical education for those in Years 2 and above are appropriate to pupils' needs so that all pupils make consistently good progress.

## Section 1: Leadership and management, and governance

11. Leaders demonstrate relevant knowledge and skills to fulfil their duties effectively. They carry out an effective self-evaluation process to help define a clear vision for the school's future development and set key targets for each year. Leaders' knowledge of the pupils and the school community informs this process.
12. Leaders foster a caring and supportive school environment where pupils' wellbeing is a priority. They take time to understand each pupil and emphasise a sense of community so that pupils feel supported and included. Consequently, pupils enjoy school and make good progress.
13. Leaders and governors recognise potential contextual risks to pupils and manage them effectively. Leaders carry out risk assessments across all aspects of school life to identify potential hazards and take timely action in response. For example, additional measures are installed to improve site security. Leaders regularly review risk assessments to ensure they remain relevant and effective. They review all policies annually and implement them effectively.
14. Effective leadership in the early years ensures that children benefit from an engaging, stimulating, and well-sequenced curriculum. Leaders plan and use resources effectively, both in the classroom and within the local area, to provide rich learning experiences that inspire children's curiosity and imagination. This approach enables children to acquire new knowledge and develop essential skills, laying a secure foundation for future learning.
15. Leaders provide accurate and timely information to parents, staff and governors. Communication is clear, accessible and tailored to meet the needs of the school community. Leaders share reports on pupils' progress and key developments. This enables parents and governors to make informed decisions. Leaders provide regular opportunities for both formal and informal meetings between parents and teachers to discuss pupils' progress. Leaders regularly review the information that is shared so that parents remain fully informed.
16. Leaders work closely and effectively with external agencies, including the local authority, to support pupils who have an education, health and care plan (EHC plan). They provide all required information promptly and accurately, including reporting the use of funds to the local authority. This ensures that pupils' individual needs are understood and met, enabling them to access appropriate support so that they make good progress.
17. Leaders manage complaints effectively and in line with a clear policy. Procedures are transparent, accessible and communicated to parents and staff. This ensures that staff address concerns promptly and appropriately in line with the policy. Leaders maintain careful records of complaints and review any issues raised so that improvements to practice are identified and implemented.
18. Leaders promote an inclusive ethos where differences are respected and valued. The school has a clear accessibility plan and fulfils its responsibilities under the Equality Act 2010. Leaders ensure that pupils who have special educational needs and/or disabilities (SEND) can fully access the curriculum and participate in all aspects of school life. Adjustments and support are carefully planned to meet individual needs, enabling pupils to make good progress.

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

**19. All the relevant Standards are met.**

## Section 2: Quality of education, training and recreation

20. Leaders design a curriculum that meets the needs of pupils of all ages and levels of prior attainment. In the early years, children follow a well-considered curriculum that promotes learning and fosters curiosity. Leaders enhance the curriculum with educational visits to support pupils in their learning. This encourages pupils to develop new skills effectively.
21. The school curriculum is diverse, well structured and carefully planned to promote broad knowledge, skills and understanding across all subjects. Leaders evaluate the content of the curriculum and make changes to ensure it delivers an appropriate range of skills. For example, leaders integrate lessons in design, coding and engineering.
22. Lessons are well planned and appropriate to pupils' ages and levels of prior attainment. A range of activities and resources is used effectively, ensuring that pupils remain engaged throughout lessons. Pupils behave consistently well, which supports their learning effectively.
23. Teachers have secure subject knowledge and a clear understanding of how to help pupils develop their knowledge and understanding. Teachers' questioning is purposeful and targeted, supporting pupils to make progress and deepening their understanding. Pupils are motivated, enthusiastic and keen to work both independently and collaboratively.
24. Leaders and teachers use assessment effectively to support pupils' learning. Detailed feedback helps pupils to understand the positive aspects of their work and identify targets that build on prior knowledge. Leaders and managers have appropriate oversight of assessment and performance information, using this to inform the next steps in pupils' learning. This ensures that teaching and learning are targeted to meet pupils' individual needs.
25. As pupils progress through the school, leaders tailor pupils' preparation for examinations to meet the requirements of their chosen senior schools. Pupils receive additional support in a variety of areas, including academic subjects, music, art and drama. As a result of this targeted provision, pupils are well prepared for senior school.
26. Leaders identify and meet the needs of pupils who have SEND. Strategies are dynamic and flexible, ensuring pupils receive the support they need to access the curriculum. In lessons, pupils benefit from additional help when required, complementing the learning support provision and the 'Sunshine Club,' which provides targeted support for a small number of pupils.
27. The school identifies pupils who speak English as an Additional Language (EAL). Leaders deploy effective support and track the progress of these pupils. Teachers make adaptations to ensure all pupils have access to lessons, such as using concise language and conducting frequent checks to ensure understanding. Leaders maintain oversight of the outcomes of pupils who speak EAL.
28. Leaders in the early years ensure an effective start to children's education. Staff promote children's learning, emotional wellbeing and independence. Children learn the sounds that letters make and how to order numbers up to twenty. Teachers develop children's mathematical and communication skills and model the appropriate use of language. Early years foundation stage (EYFS) profile data is submitted to the local authority as required. The majority of children achieve or exceed their early learning goals.

29. Leaders provide a wide variety of extra-curricular activities before school, at lunchtime and after school. These include music ensembles, breakfast clubs, Mandarin and additional mathematics strategies. Teachers encourage pupils to engage enthusiastically in these activities. As a result, they develop their interests, extend their learning and achieve well.

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

**30. All the relevant Standards are met.**



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

31. Leaders design a comprehensive personal, social, health and economic education (PSHE) programme, which includes relationships and sex education (RSE). The programme supports pupils' personal development, wellbeing and understanding of how to maintain positive relationships and make healthy life choices. Teachers support pupils in developing self-awareness, confidence and emotional resilience through a variety of strategies. This includes daily wellbeing checks where pupils describe how they are feeling.
32. The school actively develops pupils' spiritual and moral understanding through a range of opportunities, including assemblies, participation in local church events and reflection activities within the curriculum. Pupils learn about and celebrate a broad range of beliefs, including events such as Diwali. This fosters respect and understanding of different cultures and faiths. Leaders provide opportunities for pupils to consider ethical issues, explore their own beliefs and appreciate the perspectives of others. As a result, pupils develop empathy and a sense of community.
33. Leaders facilitate opportunities for pupils' leadership within the school council. Pupils contribute to initiatives that benefit both the school community and the environment. For example, they run a refillable shop to reduce plastic waste and provide input into the design of 'happiness' days. Staff take account of pupils' suggestions, supporting the development of their confidence and sense of responsibility.
34. The physical education programme develops pupils' physical and teamwork skills. The programme enables pupils to enhance their co-ordination, balance and sport-specific skills across a range of activities, which take place off-site. Pupils develop resilience, leadership and collaboration through team sports, while individual activities such as yoga promote self-discipline and personal fitness. Pupils learn about and understand the positive impact of exercise on both physical health and emotional wellbeing. This encourages them to develop healthy habits. From Year 2 upwards, the physical education curriculum does not always match the range of sporting activities to all pupils' needs and prior attainment. As a result, pupils have fewer opportunities to engage in a range of physical activities, so not all pupils make consistently good progress in this curriculum area.
35. In the early years, staff know the children well and support them to develop their physical skills effectively. Through planned play activities, both indoors and outdoors, pupils develop their fine and gross motor skills. Pupils make good progress in their physical development over time. Children in the early years also develop their emotional health through regular activities with adults at school, where they learn to identify and manage their feelings.
36. Leaders consistently promote and model positive behaviour, encouraging pupils to follow their example. Pupils behave consistently well and make positive contributions to their learning environment and the wider school community. Teachers regularly recognise and reward pupils for their conduct, for example through house points. This reinforces positive attitudes and encourages pupils to show respect. Pupils behave well both inside and outside the classroom, which supports a safe, orderly and respectful learning environment.
37. Leaders manage the rare incidents of bullying effectively. They ensure that the school's anti-bullying strategy is implemented consistently. Pupils are aware of the signs of bullying and understand how

to respond. They know which staff members they can approach for support, and worry boxes are available so pupils can report any concerns confidentially. This helps them to feel safe and supported.

38. Admission and attendance registers are carefully maintained. Leaders monitor attendance closely and follow up promptly on any absences. A designated senior attendance champion ensures robust oversight of attendance processes, analysing patterns of absence and working collaboratively with families to address any concerns. The school notifies the local authority whenever pupils join or leave at non-standard times.
39. The premises and accommodation are well maintained. All required health and safety checks and maintenance are carried out. The school conducts regular fire evacuation drills and implements any action points identified in fire risk assessments.
40. Leaders ensure pupils are well supervised throughout the day, including in the early years. There are appropriate numbers of staff present to promote the safety of pupils. The school has a well-equipped medical facility, and pupils are aware of the procedures to follow if they need help. Staff are appropriately trained in first aid, ensuring prompt and effective support when needed.
41. Leaders provide a broad programme of enrichment, as well as assemblies, productions and open-morning presentations. Through these, pupils practise public speaking and learn to manage nerves and build confidence. Leaders encourage pupils to engage in initiatives such as the Dukes Young Leaders Award, which allows pupils to develop leadership, teamwork and organisational skills through planning and leading projects that benefit their school or local community. Additionally, pupils learn resilience, appreciate the importance of inclusivity and take responsibility for themselves and others.

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

- 42. All the relevant Standards are met.**

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

43. Leaders help pupils to develop an understanding of values of tolerance, respect for others and democratic freedoms. This is achieved through assemblies, the PSHE programme and active engagement with the local community. Leaders give pupils opportunities to work with their partner school. For example, they collaborate to collect food bank donations and Christmas presents for those less fortunate. This further enhances pupils' empathy, social awareness, and sense of civic responsibility.
44. Leaders design the PSHE programme so that pupils develop a sense of right and wrong. Teachers give pupils the opportunity to explore moral principles, including fairness, integrity and responsibility. In subjects such as history and literature, pupils engage with ethical dilemmas, the role of laws, and the relationship between crime and punishment. Assemblies, form-time discussions and debates provide further opportunities for pupils to consider contemporary moral issues and diverse perspectives. Pupils also deepen their moral and emotional awareness through assemblies and other opportunities, such as reflecting during history lessons on those who lost their lives in the World Wars. Pupils consistently apply the school values of respect and accountability in their daily interactions, fostering a respectful community.
45. In the early years, teachers encourage children to develop independence in their learning. For example, children select the resources and equipment they wish to use in the outdoor area. Teachers help pupils to learn to care for and respect one another. For example, they encourage pupils to help friends fasten their coats and share materials during creative activities. Teachers are effective in nurturing a collaborative and supportive learning environment.
46. Leaders give pupils the opportunity to develop their awareness of careers through a range of practical experiences. In the older years, pupils are taught to write a curriculum vitae (CV) and participate in interviews for roles such as eco-council and wellbeing lead. This gives them an understanding of recruitment processes and supports their transition to secondary education. Leaders organise a biennial whole-school careers event, which includes parent-led, conference-style sessions. Through these, pupils learn about a wide variety of professions. Pupils select talks according to their interests, including areas such as aviation, medicine, engineering and the creative industries. These experiences promote pupils' curiosity, confidence and aspiration.
47. Leaders give pupils a range of practical and meaningful experiences so that they develop economic and financial literacy. For example, pupils take positions of responsibility in the 'Eco-Depot', with event organisation and the tuck shop. This gives pupils opportunities to engage in teamwork, decision-making and basic financial management, including handling card payments, tracking stock and determining the allocation of profits. Through pupil-led enterprise initiatives, such as 'refill stations' for everyday products, leaders promote both economic awareness and environmental responsibility. Pupils gain an understanding of budgeting, fundraising and charitable giving through initiatives such as bake sales and other charity projects. These experiences, alongside house competitions and leadership opportunities, help pupils develop confidence, independence and a sense of accountability in managing resources effectively.
48. Leaders provide pupils with opportunities to engage with and learn from the local community. For example, pupils regularly visit local theatres, explore local architecture and participate in choirs

performing in local churches. Through these experiences, pupils of all ages develop a sense of social responsibility and community awareness. For example, they are actively involved in raising funds for local charities. These opportunities enable pupils to apply their learning beyond the classroom, fostering empathy, civic-mindedness and an appreciation of the wider world.

49. Leaders design the curriculum carefully so that fundamental British values are consistently promoted through school life. For example, pupils visit London institutions, such as the Houses of Parliament. Pupils develop a clear understanding of the importance of respecting the law and key institutions. They play an active part in making decisions which affect school life. For example, pupils in Year 6 participate in eco-council elections, help set school rules and take part in discussions shaping charity initiatives. Through these experiences, pupils learn to be responsible citizens, preparing them for life in British society. They develop respect for democracy and understand the importance of individual rights and responsibilities.

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

- 50. All the relevant Standards are met.**

## Safeguarding

51. Leaders prioritise safeguarding and establish robust and effective safeguarding systems. Safeguarding policies and procedures fully align with the most recent statutory guidance.
52. Leaders ensure that all staff clearly understand the safeguarding policy and apply it consistently. All new staff, including part-time staff and external activity providers, receive a high-quality safeguarding induction. Leaders provide ongoing safeguarding training and regular updates for all staff. Staff understand their safeguarding duties and follow established procedures, including how to report concerns about adults.
53. The safeguarding team is appropriately trained and acts swiftly and effectively in response to any concerns. They work closely with external agencies and make referrals in a timely manner where necessary. Leaders maintain accurate and detailed safeguarding records, including actions taken by the school.
54. Leaders complete all required pre-employment checks and accurately record them on the single central record (SCR) of appointments. Leaders exercise regular and detailed oversight of the SCR to ensure that safer recruitment procedures are consistently followed.
55. The school ensures that pupils are aware of the channels through which they can report concerns or seek help. Leaders provide pupils with opportunities to raise concerns anonymously. Pupils understand how to use these systems and use them appropriately. Any concerns raised are treated seriously by staff.
56. Pupils are taught how to keep themselves safe, including online, through the PSHE curriculum and wider teaching. The school has effective internet filtering and monitoring systems in place, and leaders respond promptly and decisively to any alerts or concerns.

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

57. All the relevant Standards are met.

## School details

<b>School</b>	The Lyceum
<b>Department for Education number</b>	204/6401
<b>Address</b>	The Lyceum 59–65 Worship Street London EC2A 2DU
<b>Phone number</b>	02072 471588
<b>Email address</b>	frontdesk@lyceumschool.co.uk
<b>Website</b>	www.lyceumschool.co.uk
<b>Proprietor</b>	Dukes Education
<b>Chair</b>	Mr Aatif Hassan
<b>Headteacher</b>	Mr Michael Stanley
<b>Age range</b>	4 to 11
<b>Number of pupils</b>	129
<b>Date of previous inspection</b>	15 to 17 November 2022

## Information about the school

58. 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.
59. There are 33 children across two Reception classes.
60. The school has identified 14 pupils as having special educational needs and/or disabilities. A small proportion of pupils in the school have an education, health and care plan.
61. The school has identified English as an additional language for six pupils.
62. The school states its aims are to provide a caring and supportive environment which promotes kindness, creativity and confidence in which pupils are nurtured to develop a love of the 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.

## Inspection details

### Inspection dates

2 to 4 December 2025

63. A team of three inspectors visited the school for two and a half days.

64. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods and assemblies
- observation of a sample of extra-curricular activities that occurred during the inspection
- discussions with the chair and other governors
- discussions with the headteacher, school leaders, managers and other members of staff
- discussions with pupils
- visits to the learning support area and facilities for physical education
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

65. 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](http://www.isi.net)**.

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