

School inspection report

19 to 21 November 2024

LGS Stoneygate

6 London Road

Great Glen

Leicester

LE8 9DJ

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. Leaders carry out their responsibilities effectively to ensure that all Standards are met. They work collaboratively with the wider Leicester Grammar School Trust to utilise the resources and expertise of the group as a whole to support the wellbeing and education of the pupils.
2. Leaders and governors are highly visible and accessible to pupils and parents. Governors monitor how well the school meets the Standards and promotes pupils' wellbeing through a series of meetings with leaders representing all areas of the school.
3. The majority of pupils make progress well above their starting points because of teaching that is well planned and adapted to pupils' needs, and that sparks enjoyment of learning. A topic-based curriculum in the junior school encourages connective and creative thinking. In the senior school, a blend of academic and vocational options means pupils all follow an appropriate pathway that addresses their interests and allows them to experience success.
4. Whilst teaching is effective overall, teachers do not always make full use of the appropriate strategies available to them. There are limited opportunities for teachers to share effective practice and observe others to develop their repertoire of teaching methods for the benefit of pupils.
5. There is an extensive extra-curricular programme. However, leaders do not monitor the extent to which pupils participate in this to further develop their skills.
6. Pastoral care is a priority for staff, with a schedule of collaborative meetings to review pupils by year group, drawing on a range of data and information, and involving multi-agency liaison where appropriate. This means that pupils are known and well supported and that their personal development is actively promoted.
7. The site is well maintained. Detailed risk assessments minimise risk. The buildings and outdoor area contain appropriate facilities to support pupils' learning, play and wellbeing.
8. Pupils are well prepared for life in British society. A recently reviewed personal, social, health and economic (PSHE) education programme is delivered by staff who know pupils well. It enables relevant topics to be addressed that support pupils' wellbeing and prepare them for the future.
9. Pupils are prepared well for the next stage of their education through thoughtful transition activities, specialist careers provision and attendance at events held across the trust.
10. Pupils feel safe at school. This is because of a firmly embedded safeguarding culture where training, systems, and knowledge of and care for each pupil as an individual underpins all strategic and organisational decision making.

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:

- strengthen the sharing of best practice in order to expand the effective use of appropriate teaching strategies to support pupils' learning
- strengthen the monitoring of pupils' participation in extra-curricular activities to ensure that as many pupils as possible can further develop their skills and confidence through taking part.

Section 1: Leadership and management, and governance

11. Pupils feel safe and happy and make good progress because leaders and managers across all areas of the school apply their high levels of professional expertise effectively. Leaders communicate the school's ethos and aims well. All members of the school community can articulate the cornerstones of the ethos 'being creative, committed, curious and caring', and can give examples of how these are put into practice. School leaders model the school's positive values to pupils through their own professional conduct and interactions with children.
12. The membership of the school within Leicester Grammar School Trust provides a layer of support, complements the on-site leadership and contributes to the way the school is led. There is planned collaboration between leaders at LGS Stoneygate, Leicester Grammar School and Leicester Grammar Junior School which provides the school with access to resources and activities that enhance pupils' experiences, such as shared sports facilities, joint academic events and careers fairs.
13. Leaders are visible throughout the school day and know pupils well. Staff receive appropriate training for their roles and senior leaders are beginning to devolve some responsibilities to middle leaders effectively.
14. The collaborative nature of the leadership team, and the meeting and information-sharing structures that they have created, ensure that pupils are well supported. Regular reviews of pupils' progress and wellbeing ensure that any early help and additional support is put in place where needed. For example, the implementation of the recently reviewed school behaviour policy is supported through weekly multi-agency meetings, use of appropriate systems for the recording and tracking of behaviour, expectations made clear to pupils and the appropriate use of rewards and sanctions. As a result of these developments, good behaviour is promoted effectively.
15. Leaders and staff identify and assess potential risks sensibly and put in place appropriate measures to mitigate these. Risk assessments routinely take account of the needs of pupils who have special educational needs and/or disabilities (SEND), including during school trips, within facilities, or in relation to movement around the school.
16. The school website includes required and helpful information. Parents receive regular reports on their children's progress and development, and there is a regular programme of parent information events which encourages a joint approach to supporting each child. Leaders maintain effective liaison with relevant external agencies, including to support pupils who have SEND. Leaders provide the local authority with the required information relating to pupils who have an education, health and care (EHC) plan.
17. Complaints are dealt with promptly and according to published procedures. There is an effective system in place to identify and respond to any concerns expressed by pupils or parents and track any trends. This means that few complaints progress to a formal stage before being resolved.
18. Governance, which is shared across the trust, ensures that leaders apply their knowledge and skills and fulfil their responsibilities so that the Standards are met and the school meets the requirements of the Equality Act 2010. For example, there is a thoughtful and detailed accessibility plan in place that ensures all pupils have access to the curriculum and activities. Governors monitor the school's strengths and areas for development effectively, visiting regularly and using meetings and sub-committees to hold leaders to account and provide them with appropriate challenge and support.

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. The curriculum is effective. Schemes of work are mapped against the national curriculum and examination specifications, and often go beyond these. Subjects include content that promotes fundamental British values, encouraging tolerance and respect for a wide range of opinions. In the prep school, the curriculum allows pupils to make links between disciplines and build up an understanding of how the subject matter in different subjects relate to each other. In the senior school, the curriculum enables pupils to study a suitable range of academic and vocational subjects that meet their needs and nurture their interests. Practical options such as food and nutrition, media studies, drama and animal care complement traditional academic subjects.
21. Pupils enjoy their learning and achieve well because teachers know their pupils and plan well-structured lessons that build upon pupils' different starting points and prior learning. Teachers employ effective behaviour-management strategies, such as the use of rhythmic clapping in drama, or counting down in prep, to focus pupils' attention. As a result, of this and of knowledgeable teaching that is engaging and motivating, pupils settle quickly into lessons, listen carefully to instructions and engage purposefully with their work. Teachers have strong subject knowledge which some enhance by using their professional organisations and networking with colleagues across the trust. Teachers use class time well, varying activities to allow for individual, pair and group work, and addressing questions to everyone, ensuring pupils remain engaged.
22. Support and extension materials are consistently available to ensure pupils of all abilities are stretched and challenged appropriately so that they progress well. A recently introduced scholarship programme is effective in enabling pupils to think independently and critically about the subject matter that they learn about.
23. Teachers use effective teaching methods overall. However, some teachers do not make the most effective use possible of the wide range of teaching strategies available to meet pupils' needs. Teachers do not have as much opportunity as possible to share best practice so this can be more widely applied across the school to benefit pupils' learning.
24. In the prep school, teachers use a mix of published and bespoke resources to ensure pupils of all abilities experience challenge and success in their work. Pupils independently collect extension tasks when they have finished set activities, and teachers circulate, giving help where required. Questions are targeted to children's needs and allow for connections to be made across subject areas. In the early years, the introduction of new vocabulary is linked effectively to practical activities such as water play or handling items from nature.
25. When needed, skilled teaching assistants support the learning of pupils who have SEND. Individual education plans, which pupils themselves contribute to, identify effective teaching strategies to be used. There is some monitoring by leaders of the impact of these strategies through lesson observations. As a result of this effective tailored support, pupils who have SEND make good progress from their starting points.
26. When required, pupils who speak English as an additional language (EAL) receive additional one-to-one support from a specialist teacher, and their progress is monitored weekly. This support enables them to develop their English language skills effectively.

27. Pupils' work is assessed effectively, although teachers' feedback to pupils is not consistently regular. There is a shared notation for marking to help pupils understand where errors have been made. A recently introduced reporting scale allows for effective tracking across subjects. Parents are informed of their child's progress through frequent reports and parent meetings. In early years, continuous observation is used to assess children's progress against the early learning goals, with fortnightly progress reports sent to parents.
28. Results at GCSE show most pupils achieving results above those initially predicted from their starting points, although this is not consistent across all subjects. In early years, most pupils meet or exceed the early learning goals. In the prep school, pupils make good progress from their starting points.
29. There is an extra-curricular programme which runs at lunchtime and after school where pupils can develop physical, adventurous, creative and academic skills. Older pupils in particular tend to choose academic support clinics as their option. However, leaders do not monitor pupils' participation in the extra-curricular programme as effectively as possible to ensure that as many pupils as possible can utilise this programme to further enhance their skills and understanding.

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 and staff create an ethos of mutual respect where pupils appreciate the individuality of others and feel they can be themselves. There is a sustained focus on teaching pupils about equality and accepting others' differences through assembly topics and the PSHE programme. Pupils are familiarised with the school's values of respect, readiness for learning and responsibility. A well-developed house system fosters a sense of belonging and healthy competition. Pupils develop confidence and self-esteem through the consistent encouragement of their teachers and peers, the rewards system, and teaching that allows everyone to experience success.
32. Pupils are taught how to look after their own physical and mental wellbeing. All study food and nutrition. There is a wide range of sporting options that allows for choice and develop pupils' skills. Pupils play team sports competitively and pursue activities that build fitness such as yoga, swimming or trampolining. The school has adopted some national initiatives that support wellbeing.
33. Spaces such as the wellbeing room and activities such as woodland learning encourage spiritual understanding, the importance of calm reflection and an appreciation of nature. Pupils learn about a number of faiths and all attend weekly assemblies which include aspects of worship or spiritual reflection. There is a prayer room available for pupils of all faiths.
34. The recently redesigned PSHE programme means that pupils explore helpful topics that can be revisited at different stages, using age-appropriate materials that have been designed in association with professional experts, and are sometimes delivered by specialists. For example, pupils learn about topics such as how to manage their emotions and relationships, tackle friendship issues, deal with stress, eat healthily and seek help when things go wrong. Areas such as financial education, fundamental British values and careers education are integrated into the programme and can be followed up in form time. Pupils and parents have been consulted about the content of the programme. Pupils' work in this area is assessed and PSHE is reported on alongside academic subjects.
35. The relationships and sex education (RSE) programme reflects the requirements of current statutory guidance and contains suitable content. For example, pupils learn about themes such as different types of healthy relationships, sexual identity and orientation, puberty, consent and the dangers of exploitation.
36. Behaviour in lessons and around the site is good and pupils demonstrate kindness and tolerance. This is because leaders and staff communicate their high behavioural expectations clearly and apply sanctions and rewards effectively. Where pupils make mistakes with behaviour, the emphasis on restorative justice ensures that everyone can have a fresh start. Nevertheless, pupils understand that sanctions must be applied when necessary.
37. The school prevents and responds to bullying effectively. Pupils are taught about the dangers of online and cyber bullying in information and communication technology (ICT) and PSHE lessons. The few instances of bullying that do occur are dealt with swiftly and appropriately.
38. There is a clear sense of shared responsibility for health and safety matters across the school, and the premises and accommodation provide suitable facilities and are well maintained. There are

regular checks of facilities and equipment, including those related to fire safety, both by leaders and external auditors. Regular fire evacuation drills and training result in pupils and staff being confident about what to do in the case of an emergency.

39. Supervision of pupils and children is effective, with staff on duty at break times and positioned in key locations around the school, for example at the zebra crossing at pickup times. Appropriate staffing ratios are maintained at all times in the early years.
40. Admission and attendance registers are maintained in line with current statutory guidance. Leaders scrutinise attendance weekly and respond effectively to any absenteeism. As a result, attendance rates are high. Leaders inform the local authority of any pupils who join or leave the school at non-standard transition points.
41. The school provides suitable facilities for first aid and longer-term care. There are appropriate procedures in place for any administration of medication or first aid. Sufficient staff are trained in first aid, with all staff in the early years trained in paediatric first aid. Specialist medical staff contribute to the PSHE programme on topics such as healthy living, puberty and sex education.
42. The prefect system allows the maximum number of pupils to undertake achievable responsibilities in their last year of prep or senior school. Leaders draw up job descriptions and, where there is competition, pupils who take up the various positions are voted for by peers and staff.

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

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

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

44. Staff prioritise kindness, empathy and respect for others through their reiteration of the school ethos, assemblies, lessons in PSHE and other subjects. Dialogue between staff and pupils ensures that all pupils are familiar with the school's positive values. In the prep school, cultural traditions are taught through themes such as 'our wonderful world', which covers the history, traditions, food and language associated with diverse cultures. The PSHE programme and assemblies are explicit about the harm that discrimination causes. A series of school activities tied in with international or national events such as 'anti-bullying week' or Black Lives Matter allow pupils to consider equality and diversity issues. Special events also stress that pupils are valued for their individual identity, for example through a pupil-led 'odd sock day' to celebrate diversity.
45. Pupils are taught to understand the differences between right and wrong through scenarios and examples taught in PSHE or given in assembly and form time. Pupils explore ethical dilemmas in lessons, for example in history where they discuss the reasons for the popularity of dictators, or in English where the actions of a character are discussed in terms of what moral issues they raise.
46. The school develops pupils' social skills and awareness well. This begins in the early years, when staff encourage sharing, politeness and consideration of others. Teachers' and prefects' reminders to pupils about topics such as manners and considering others' opinions encourage pupils not to be selfish. Lessons consistently allow for discussion and pupils are taught to take turns and listen to others respectfully.
47. Leaders have created many mechanisms by which pupils can share their opinions and contribute to the school. There is an active pupil council, a food and eco-committee and age-appropriate avenues for advice such as worry monsters, anonymous reporting and suggestion boxes. Leaders respond swiftly to their suggestions, with regular feedback in assemblies. Pupils themselves lead events and assemblies, such as a whole-school assembly delivered by pupils on the importance of experiencing failure in order to build resilience.
48. There is a well-organised and comprehensive careers programme for senior pupils, audited against a national framework. It provides pupils with up-to-date information about a suitable range of academic and vocational pathways. Pupils have one-to-one sessions with professional careers advisers, attend a trust sixth-form fair to explore the range of options locally, and visit other schools and colleges. Pupils in the junior school are prepared well for the next stage of their education with transition days and time spent in the following year's classroom.
49. The school develops pupils' economic awareness effectively. Younger pupils begin to learn about money and finance through effective use of resources produced by financial institutions. Older pupils learn about financial literacy in the PSHE programme. For example, they learn how to budget and create financial spreadsheets, understand how to vote, learn about paying taxes and understand their human rights. In food and nutrition lessons, pupils learn how to budget for meals, plan healthy menus and cook from basic ingredients. Such learning contributes to the school's effective preparation of pupils for life in British society.

50. Older pupils develop their sense of social responsibility through opportunities to contribute to their local community, for example through raising money for their house charity or the local hospice, or singing in local care homes.

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

51. All the relevant Standards are met.

Safeguarding

52. Leaders put safeguarding at the centre of the school's work. They implement clear and robust safeguarding procedures which result in staff having the confidence to identify and report safeguarding issues in the appropriate manner and pupils being secure in whom to speak to if they have any worries. Pupils feel safe in the school.
53. Staff receive regular safeguarding training on legislation and specific safeguarding issues, including at induction, and are tested on their understanding. Training about the Prevent duty occurs annually.
54. The safeguarding team are appropriately trained to carry out their responsibilities. They respond effectively whenever safeguarding concerns are raised, including through liaison with and, when required, the referral of concerns to relevant external agencies. The safeguarding team meet weekly to ensure that suitable support is being provided to any pupils affected by safeguarding issues.
55. Governors maintain effective oversight of the school's safeguarding policy and procedures, including through a safeguarding and wellbeing committee to which leaders report, a termly review of any issues that have arisen, and regular visits. All governors have received appropriate safeguarding training.
56. The school undertakes all required safer recruitment checks thoroughly and methodically, and before new staff and governors take up their responsibilities. These checks are recorded in a suitable single central record of appointments. Leaders and staff involved in recruitment have undergone safer recruitment training.
57. The school teaches pupils how to keep themselves safe, including when online. Comprehensive filtering and monitoring of internet use is in place.

The extent to which the school meets Standards relating to safeguarding

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

School details

School	LGS Stoneygate
Department for Education number	855/6002
Registered charity number	510809
Address	LGS Stoneygate London Road Great Glen Leicester Leicestershire LE8 9DJ
Phone number	0116 259 2282
Email address	adminoffice@lgs-stoneygate.org.uk
Website	http://www.lgs-stoneygate.org.uk
Proprietor	Leicester Grammar School Trust
Chair	Steven Gasztowicz KC
Headmistress	Christina McCullough
Age range	4 to 16
Number of pupils	218
Date of previous inspection	1 to 3 December 2021

Information about the school

59. LGS Stoneygate is a co-educational day school located on the outskirts of Leicester. The school consists of a pre-prep and prep school and a senior school. It is one of three schools that form the Leicester Grammar School Trust, who are responsible for the governance of the school. The current headmistress took up her position in September 2023.
60. There are nine children in the early years in one Reception class.
61. The school has identified 47 pupils as having SEND. Seven pupils in the school have an EHC plan.
62. English is an additional language for eight pupils.
63. The school states its aims are to inspire intellectual curiosity and creativity; provide a broad, balanced and stimulating curriculum and co-curricular programme; enable pupils to achieve their academic and personal goals; nurture self-esteem, well-being and kindness within and beyond the school community; and equip the pupils as confident and proud global citizens who foster inclusion, collaboration and charity across cultures.

Inspection details

Inspection dates

19 to 21 November 2024

64. A team of three inspectors and a shadow inspector visited the school for two and a half days.

65. 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
- visits to boarding houses accompanied by pupils and staff
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

66. 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**.

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