

# Lord's Independent School

## CONTENTS

---

### [Introduction and summary](#)

[Purpose and scope of the inspection](#)

[Information about the school](#)

[Summary of main findings](#)

[What the school does well](#)

[What the school must do in order to comply with the regulations](#)

[What the school must do to comply with the Disability Discrimination Act \(DDA\) 2002](#)

### [Compliance with the regulations for registration](#)

[1. The quality of education provided by the school](#)

[The quality of the curriculum](#)

[The quality of the teaching and assessment](#)

[Does the school meet the requirements for registration?](#)

[2. The spiritual, moral, social and cultural development of pupils](#)

[Does the school meet the requirements for registration?](#)

[3. The welfare, health and safety of the pupils](#)

[Does the school meet the requirements for registration?](#)

[What does the school need to do to comply with the regulations?](#)

[What does the school need to do to comply with the DDA?](#)

[4. The suitability of the proprietor and staff](#)

[Does the school meet the requirements for registration?](#)

[5. The suitability of the premises and accommodation](#)

[Does the school meet the requirements for registration?](#)

[What does the school need to do to comply with the regulations?](#)

[6. The quality of information for parents and other partners](#)

[Does the school meet the requirements for registration?](#)

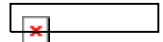
[What does the school need to do to comply with the regulations?](#)

[7. The effectiveness of the school's procedures for handling complaints](#)

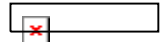
[Does the school meet the requirements for registration?](#)

[School details](#)

## Introduction and summary

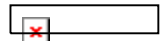


## Purpose and scope of the inspection



This inspection was carried out by the Office for Standards in Education under Section 163 of the Education Act 2002 in order to advise the Secretary of State for Education and Skills about the school's suitability for continued registration as an independent school.

## Information about the school

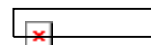


Lord's Independent School is an independent school for 87 pupils between the ages of 11 and 16 years. It was founded as a commercial college in 1906 and became a school in 1975. It is situated in two converted adjacent houses on the outskirts of Bolton city centre, in Lancashire. The school has been owned by Lords' College Ltd since 1992. The non-teaching principal is a director of the proprietary company, and was appointed in 2001.

The curriculum is largely based on the National Curriculum programmes of study and prepares pupils for the General Certificate of Secondary Education (GCSE). Most of the pupils then proceed to various sixth form and further education colleges in the Bolton and North Manchester area.

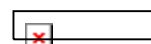
The school aims to: *'create a warm and friendly atmosphere where all pupils are treated as individuals and are encouraged to develop their own personalities and self confidence, so that they can be accepted into an educational or working environment once they leave'*.

## Summary of main findings



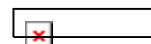
Lord's Independent School provides a good quality of education in a small and caring family environment where pupils feel safe and happy. The curriculum is generally broad and balanced and offers a suitable range of courses at GCSE for a school of its size. The quality of teaching is good and enables the pupils to achieve well above average national standards and to make good progress. The pupils are very well behaved. Relationships between teachers and pupils are extremely good and are based on mutual respect. The teachers are well qualified and are effectively deployed to ensure the welfare of the pupils.

## What the school does well



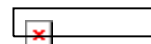
- it provides a good quality of education with good teaching;
- it enables pupils to achieve well above average in GCSE examinations;
- it encourages excellent behaviour and relationships ;
- It provides well for pupils' welfare and safety; and
- it creates a harmonious community where all are valued and differences are celebrated.

## What the school must do in order to comply with the regulations



- ensure that attendance registers are correctly marked at all times;
- provide suitable facilities for pupils who are sick;
- provide access to external recreation space for the pupils;
- provide parents with particulars of its provision for pupils with a statement of special educational needs and for those with English as an additional language; and
- provide parents with particulars of pupils' academic performance from the preceding year.

## What the school must do to comply with the Disability Discrimination Act (DDA) 2002



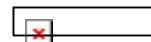
In order to comply with the requirements of the DDA, the school should:

- devise a three-year plan to improve the accessibility of the premises.

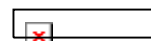
## Compliance with the regulations for registration



## 1. The quality of education provided by the school



### The quality of the curriculum



The school has a detailed written curriculum policy, which is summarised in the prospectus and in a handbook provided for parents of new pupils. The policy clearly reflects the school aims and ethos. Overall, the structure of courses recognises the requirements of pupils whose parents have sought a small school environment for their children. The curriculum provides a satisfactory range of opportunities for pupils to make progress and to access an appropriate range of learning opportunities.

In general the curriculum is supported well by the schemes of work which provide the content of the courses for each subject. Most schemes of work are well structured, but lack detail, especially in relation to teaching methods, and that for art is too rudimentary. Although the small size of most classes is an advantage to pupils of all ages and abilities, there is limited planning to address pupils' special needs and those pupils of higher attainment. Provision for pupils with statements of special educational need is nonetheless satisfactory. Some teachers provide carefully targeted support to individual pupils within lessons or by withdrawing small groups, for example, in Year 10 mathematics. The focus in Key Stage 3 English classes on developing pupils' literacy and fluency in speaking and listening help to raise pupils' self-esteem and self-confidence. Currently no pupils require support for English as an additional language.

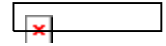
The school offers a suitable range of subjects to pupils of all ages and attainment. Overall the curriculum provides an appropriately broad and balanced range of subjects at Key Stage 3, although these do not include music and design and technology. Computers are generally used well in a range of subjects across the curriculum. At Key Stage 4 the range of subjects available for pupils to take at GCSE level is sufficiently broad. The core curriculum is appropriate and in addition pupils choose two options from either business studies or law and history or art.

All pupils have a one hour citizenship lesson each week. The course has many strong features. Although not included in detailed curriculum planning, personal, social and health education (PSHE) is provided through several areas of the curriculum, including science, citizenship and physical education (PE). Overall, the provision for pupils' personal, social and health education adequately reflects the school aims and ethos. Drama is used effectively to support pupils' empathy, for example, in citizenship and as a support for speaking and listening in Key Stage 3.

Careers education is supported by the local Connexions service. All pupils in Year 10 have a week's work experience, which is arranged by the school with the co-operation of parents.

Currently there is little extra-curricular provision for pupils, and this was raised as an issue by a large number of parents and pupils in the questionnaires returned prior to the inspection. There were no extra-curricular activities during the inspection. Nevertheless, there are some opportunities for enrichment of the curriculum through visiting speakers and, for example, visits to local places of interest, for example, for fieldwork in geography.

## The quality of the teaching and assessment



The quality of teaching is good, enabling the pupils to achieve good standards and make good progress. The teachers possess good subject knowledge and good understanding of the demands of the various subject specifications for the GCSE examinations. They mostly present their subject in an interesting way which engages the attention of the pupils successfully.

The small class sizes ensure that the pupils and their needs are well known and understood. This enables the teachers to direct appropriate support in lessons to enhance and secure pupils' learning. Lessons are generally well planned with clear objectives which are understood by the pupils. In some lessons, resources are chosen to challenge those pupils who are identified as being particularly gifted, for example, in mathematics. Pupils requiring additional support in mathematics in Key Stage 4 are taught separately; a small group of Year 10 pupils was observed making good progress in preparing for intermediate level in the GCSE examinations. Different approaches to lesson planning produce a variety of styles, not all of which indicate different levels of work for the wide range of ability in the school. This results in the needs of the least able pupils not being met fully in some lessons.

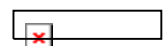
Most teachers use methods which enable all pupils to learn effectively. Challenging questions in English and history lessons encourage the pupils to think carefully so as to deepen their knowledge and understanding. In French, an appropriate use of the target language enables pupils to develop good pronunciation and answer questions with confidence. Teachers use time effectively and sustain pupils' interest through group discussions, written work and visual aids. A lesson on the detective story genre engaged the pupils in a group task of identifying suspects and motives in a Sherlock Holmes story. This ended with a clip of the concluding scenes of a film version of the story. Teachers manage time effectively to ensure pupils' progress, for example, in a PE lesson, pupils achieved well and made very good progress in developing cricketing skills due to good organisation and thoughtful planning by the teacher. In a mathematics lesson, pupils worked in mixed ability pairs to produce questions on revision topics in preparation for the forthcoming end-of-year examinations. Classroom discipline is relaxed but effective and the pupils are very well behaved in lessons. They respond readily to instructions from their teachers and move quickly and purposefully between different activities. Pupils work co-operatively in groups and in pairs. Teachers' relationships with pupils are very good and are based on mutual respect.

Pupils' work is marked and assessed regularly. Marks and grades are recorded carefully and are used to produce end-of-year reports to parents. The methods of marking and assessment are individualistic, however, and vary in quality and effectiveness. Some marking is somewhat perfunctory and does not contain comments to enable pupils to improve. In English lessons on speaking and listening in Key Stage 3, pupils are engaged in assessing each other's work and do so in a polite but rigorous manner. Teachers monitor pupils' work carefully and use the information to support the pupils in overcoming difficulties. Homework is set and marked regularly to reinforce pupils' learning.

### ***Does the school meet the requirements for registration?***

Yes.

## 2. The spiritual, moral, social and cultural development of pupils



and a harmonious atmosphere where the pupils can develop both academically and personally. Pupils are helped to strengthen their self-knowledge, self-esteem and self-confidence through a range of suitable curriculum experiences. Teachers have high expectations of their pupils, with regard to both their work and behaviour. A large proportion of pupils responded to the pre-inspection questionnaire. The vast majority emphasise the good support that they receive in the school and that they are happy to be there.

The provision for pupils' spiritual development is satisfactory. The school makes every effort to ensure that pupils feel valued as individuals. Pupils are encouraged to reflect on the feelings of others. For example, in a citizenship lesson effective teaching strategies encouraged pupils to empathise with the feelings of individuals within a family fleeing from war. In a poetry lesson pupils reflected on issues related to human feelings, whilst exploring the nature of jealousy and envy. Throughout the school pupils are expected to be considerate of one another's feelings. When interviewed, a group composed of Year 7 and Year 8 pupils were clear that bullying was rare. They were confident that should it occur, it would be dealt with quickly by the school. Pupils emphasised that the small size of the school and the concern shown by teachers create a harmonious atmosphere in which all are valued equally.

Pupils' moral development is good. The school supports the pupils well in developing their understanding of the difference between right and wrong. Expectations of pupils' behaviour are appropriately high and pupils' behaviour is invariably good. In lessons pupils are encouraged to persevere and to work hard. Although the size of the school and high levels of supervision support good behaviour, on a number of occasions during the inspection pupils demonstrated responsible attitudes through their good behaviour in unsupervised situations. The excellent behaviour of pupils and their orderly conduct is a major benefit to the school, where space is at a premium. Pupils learn about the law in the United Kingdom in citizenship lessons, which include a visit to a magistrate's court as part of the programme.

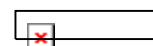
Pupils' social development is good and is effectively supported. The harmonious atmosphere of the school encourages pupils to express their views in lessons and to take responsibility for themselves and their behaviour. Teachers set good examples for pupils. The atmosphere during lessons is most frequently positive, with pupils of all abilities encouraged to play an active role. In a history lesson, Year 10 pupils developed an understanding of social disadvantage in the context of the United States of America (USA) in the 1920's. Effective questioning challenged pupils to express their own views of events and to hypothesise about the global consequences of actions, for example in the context of an economic boom in the USA and the Wall Street crash. Pupils of all abilities showed considerable intellectual maturity as well as interest in responding to their teacher's questioning. The school recognises the positive attitudes of pupils and will seek to build on this important strength by putting in place an elected school council within the next academic year.

The cultural development of pupils is satisfactory, but is insufficiently well planned and structured. British children from different cultural heritages enjoy one another's company, during work and play. This is a notable strength of the school. Although the curriculum contains many opportunities for pupils' cultural development they are not always sufficiently well identified within planning, except within the citizenship course. Important opportunities to emphasise the role and contributions of different cultures are often insufficiently developed or indeed missed in lessons.

***Does the school meet the requirements for registration?***

Yes.

**3. The welfare, health and safety of the pupils**



responsibilities in this regard carefully and conscientiously. The small size of the school enables matters relating to safety and welfare to be known and addressed quickly and effectively.

The school has prepared and implemented written policies which meet almost all the registration requirements. Policies on bullying, child protection, health and safety and educational visits are all embedded in the caring culture of the school. There are sufficient staff qualified in First Aid to ensure that pupils are well cared for, although there is no dedicated medical room for pupils who may become unwell. Staff and parents are aware of the clear policies for the administration of prescribed medicines.

Staff are deployed effectively to ensure the welfare of pupils within the school and also on the main road to and from the nearby playing fields. Despite the high standards of pupils' behaviour, there is an appropriate system of rewards and punishments, 'the three strike system', to deal effectively with any misdemeanours, of which appropriate records are kept.

A range of healthy meals, hot and cold, are prepared on the school premises and suitable facilities are provided for pupils for their own packed lunches.

The admission register is kept up-to-date. The attendance registers, although completed, are sometimes not marked with sufficient care and attention to detail.

The school has considered its duties under the DDA but has not yet produced an action plan.

***Does the school meet the requirements for registration?***

The school meets almost all the requirements.

***What does the school need to do to comply with the regulations?***

In order to comply with the Independent Schools Standards Regulations 2003 the school should:

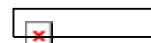
- ensure that all attendance registers are marked correctly and that alterations relating to pupils who have left the school are indicated at the appropriate time (paragraph 3(9)).

***What does the school need to do to comply with the DDA?***

In order to comply with the requirements of the DDA the school should:

- devise a three-year plan to improve the accessibility of the premises.

**4. The suitability of the proprietor and staff**

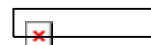


The school has established clear and thorough systems for checking the suitability of staff to work with children. The school is registered with the Criminal Records Bureau. Teaching staff are appropriately qualified and experienced to teach their subjects, but currently there is no formal procedure for identifying their training needs.

***Does the school meet the requirements for registration?***

Yes.

## 5. The suitability of the premises and accommodation



The school occupies a pair of adjacent houses which have been suitably converted for educational use. There is adequate accommodation for each of the classes with an additional multi-purpose practical room shared by science and art. The information and communication technology suite is well equipped with 20 computers which have access to the internet. This is a popular and well-used facility which compensates to some extent for the absence of a library. The present number on roll is close to the limit for this building. The Year 9 classroom is cramped. The limited extent of ventilation in this room results in an uncomfortable environment in hot weather. A small kitchen and a dining room, the latter doubling as a common room, provides adequate space for the consumption of prepared meals and packed lunches. Arrangements for accommodating pupils who are unwell are unsatisfactory.

The school has the use of a sports hall and grounds some 15 minutes walk away. There is no outside space available for the pupils to play in and around the school site.

### ***Does the school meet the requirements for registration?***

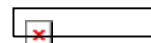
No.

### ***What does the school need to do to comply with the regulations?***

In order to comply with the Independent Schools Standards Regulations 2003 the school should:

- provide suitable facilities for pupils who are ill (paragraph 5(l));
- ensure that all classrooms are sufficiently ventilated (paragraph 5(p)); and
- make appropriate arrangement for pupils to play safely outside (paragraph 5(t)).

## 6. The quality of information for parents and other partners



The school provides a good range of detailed information. Most of the required information is included in the attractive school brochure, available to parents and prospective parents. This information is also available on the school website. In addition, a helpful handbook is available for the parents of new pupils. The ethos and aims of the school are clearly expressed through the prospectus and other sources of information. Parents are made aware that most other information not in the prospectus is available from the school. Annual reports to parents contain helpful details about pupils' progress.

The school does not currently include in its literature information relating to the particulars of the educational and welfare provision for pupils with statements, and for pupils for whom English is an additional language. Neither are parents currently made aware that they may request information relating to external examination results.

### ***Does the school meet the requirements for registration?***

The school meets most of the requirements for registration.

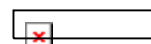
### ***What does the school need to do to comply with the regulations?***



In order to comply with the Independent Schools Standards Regulations 2003 the school should:

- provide particulars of the educational and welfare provision for pupils with statements and for pupils for whom English is an additional language (paragraph 6(2)(f));and
- ensure that parents of pupils and prospective pupils are made aware that they may request particulars of academic performance during the preceding school year, including the results of any public examinations (paragraph 6(2)(i)).

## 7. The effectiveness of the school's procedures for handling complaints

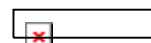


The school has recently written and implemented new procedures for handling complaints which meet fully all the regulatory requirements. It allows complaints to be dealt with initially on an informal basis, followed by appropriate formal procedures. It is available on request from the school and is also published on the school's website.

### ***Does the school meet the requirements for registration?***

Yes.

## School details



---

Name of school:	Lord's Independent School		
	(formerly Lord's College)		
DfES ref number:	350/6000		
Type of school:	Secondary		
Status:	Independent		
Age range of pupils:	11 - 16 years		
Gender of pupils:	Mixed		
Number on roll (full-time pupils):	Boys 49,	Girls 40,	Total 89
Number of pupils with a statement of special educational need:	Boys 1,	Girls 1,	Total 2
Annual fees (day pupils):	£2,475 - £3,030		
Address of school:	53 Manchester Road Bolton Lancashire BL2 1ES		
E-mail address:	info@lordsschool.co.uk		
Telephone number:	01204 523731		
Fax number:	01204 385022		
Headteacher:	Mrs A Ainsworth		
Proprietor:	Mrs Zoe Whittle		
Lead Inspector:	Mr Tim Kilbride		
Dates of inspection:	20 - 23 June 2005		

---

© Crown copyright 2005. This report may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced verbatim without adaptation, and the source and date of publication are stated.  
Inspection reports are available on the Ofsted website ([www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

