

# School inspection report

10 to 12 December 2024

## **Claremont Fan Court School**

Claremont Drive

Esher

Surrey

KT10 9LY

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'.

## Contents

<b>SUMMARY OF INSPECTION FINDINGS .....</b>	<b>3</b>
<b>THE EXTENT TO WHICH THE SCHOOL MEETS THE STANDARDS.....</b>	<b>5</b>
RECOMMENDED NEXT STEPS .....	5
MATERIAL CHANGE REQUEST.....	5
<b>SECTION 1: LEADERSHIP AND MANAGEMENT, AND GOVERNANCE.....</b>	<b>6</b>
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO LEADERSHIP AND MANAGEMENT, AND GOVERNANCE .....	7
<b>SECTION 2: QUALITY OF EDUCATION, TRAINING AND RECREATION .....</b>	<b>8</b>
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO THE QUALITY OF EDUCATION, TRAINING AND RECREATION .....	9
<b>SECTION 3: PUPILS’ PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING.....</b>	<b>10</b>
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO PUPILS’ PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING .....	11
<b>SECTION 4: PUPILS’ SOCIAL AND ECONOMIC EDUCATION AND CONTRIBUTION TO SOCIETY.....</b>	<b>12</b>
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO PUPILS’ SOCIAL AND ECONOMIC EDUCATION AND CONTRIBUTION TO SOCIETY .....	13
<b>SAFEGUARDING .....</b>	<b>14</b>
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO SAFEGUARDING .....	14
<b>SCHOOL DETAILS .....</b>	<b>16</b>
<b>INFORMATION ABOUT THE SCHOOL.....</b>	<b>17</b>
<b>INSPECTION DETAILS .....</b>	<b>18</b>

## Summary of inspection findings

1. Governors ensure that leaders have the appropriate skills and knowledge to promote pupils' wellbeing. They maintain effective oversight and implementation of policies and procedures. Their carefully considered support and appropriate challenge to leaders ensure a culture of continuous improvement.
2. Through effective and rigorous self-evaluation, leaders are aware of the school's strengths and areas for development. Their thorough approach to risk management means that any potential risks to pupils are identified. They take decisive action to mitigate any concerns. For instance, leaders have recognised the need for enhanced safeguarding and welfare resources in response to an increase in pupils joining the school. As a result, pupils are safe and well looked after.
3. The school's aims embrace inclusion and diversity. These aims are well known to pupils and parents and are effectively promoted in school from the early years onwards. Consequently, pupils are tolerant, respectful and caring of their peers. They recognise their responsibilities towards others in a global world.
4. Leaders secure pupils' academic success effectively. Through early identification of any gaps in learning and the implementation of appropriate support, they ensure that pupils make good progress. Pupils who have special educational needs and/or disabilities (SEND) succeed in their learning because of the targeted support that they receive. Pupils who speak English as an additional language (EAL) are supported to extend their fluency in English, so they access the curriculum successfully.
5. The curriculum is broad and balanced, enabling pupils to develop personally as well as academically. Academic studies are complemented by a wide-ranging extra-curricular programme. This helps pupils to build on their interests and to discover new talents.
6. In the early years and in the junior school, the curriculum is enriched, for example, through outdoor education, music, drama and languages. This allows children to develop different skills from the outset.
7. Assessment of pupils' learning is carefully managed. Leaders take effective action to ensure that individual needs are met at every stage.
8. The school's supportive environment promotes equality, diversity and inclusion (EDI) across all age groups. Pupils acquire moral understanding, self-knowledge and respect. They understand the important roles that good behaviour, mental health and wellbeing play in achieving their goals. They are well cared for and effectively supported as they progress through the school.
9. Pupils have a secure understanding of their own physical, emotional and personal development. This results from effective pastoral support and leaders' focus on pupils' character education. Children in the early years are taught how to form good relationships in a caring learning environment, including through the support of junior pupils. They are well prepared for their next steps in education.

10. Relationships and sex education (RSE) covers key areas such as consent. However, some older pupils lose interest because they find the content repetitive. This is because it does not always build effectively on the topics previously taught. This limits their learning.
11. Health and safety procedures and related policies are implemented effectively. The welfare needs of pupils are met consistently. The premises are well maintained and secure. Suitable risk assessments are reviewed regularly.
12. Pupils are taught fundamental British values and democracy effectively. As a result, they understand what it means to be part of British society. They know how they can play an important role in adult life as responsible, contributing members of the community.
13. Pupils contribute positively to the local and wider community through a range of voluntary and charity work. This helps them to gain an understanding of life beyond school and how they can influence the quality of life for others.
14. The careers programme is effective in helping pupils to prepare for the next stage of their education and learn about the world of work. Pupils build their knowledge of money management from a young age. They are aware of the dangers of debt and gambling. This means that they are well placed to make the right decisions to support their future ambitions and personal wellbeing.
15. Safeguarding and pupils' wellbeing are of the highest priority in leaders' strategic and operational planning. Written records are detailed. Safeguarding arrangements are implemented effectively. All relevant training is thorough and systematic. Consequently, staff are knowledgeable and confident to act when concerns arise. Effective communication between safeguarding leaders and external agencies ensures that pupils receive appropriate and timely support and help. All the necessary checks are made before a person begins work at the school. A suitable record of appointments is maintained.

## 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:

- review the RSE curriculum to ensure that it meets older pupils' needs consistently, so that it deepens their learning and engages their interest over time, and develops the content previously taught.

### Material change request

16. Inspectors considered the school's request for a change to the details of its registration to include an increase in capacity from 1200 to 1300.
17. Leaders have carefully planned and prepared well for the proposed material change. All health and safety requirements, including those related to fire safety and risk assessment, are in place.
18. Planned building work has been completed, taking into account the need for additional facilities, including five new senior school classrooms, one new junior classroom, one new sixth-form study space and 90 new senior school pupil changing spaces, with suitable toilet and washing facilities.
19. Leaders have suitable plans to ensure that sufficient staff are available to continue to supervise pupils effectively, with the appointment of additional staff once the material change takes place.
20. The safeguarding team has recently been increased to cater for the proposed maximum number of pupils and an additional senior leader has been appointed for pupil welfare.
21. It is recommended that the requested material change be approved.

## Section 1: Leadership and management, and governance

22. Leaders ensure that the school's ethos is reflected in its aims, policies and practice. They create an inclusive environment which celebrates diversity and equality for all. As a result, pupils are tolerant and respectful. They recognise their responsibilities towards others in a global world. Through the curriculum and pastoral systems, leaders foster a learning environment where pupils share a sense of belonging. Leaders are highly visible and approachable, so pupils can easily speak with them to air their views.
23. Leaders are aware of the school's strengths and areas for development. They work consistently effectively together to secure pupils' wider development, as well as their academic success. In keeping with the school's aims, senior pupils play a role in refereeing junior games. Musicians of different ages perform together. A detailed development plan is generated from systematic, ongoing evaluation of all aspects of the school's work. This appropriately takes account of the opinions of staff, pupils and parents. Well-focused improvement actions ensure that the Standards are met consistently. Pupils' wellbeing is prioritised and systematically promoted.
24. Governors offer a range of expertise in different fields. They understand the needs of the school. This means that they provide leaders with the necessary support and challenge underpinning improvements as appropriate. The impact of leaders' management of the school is scrutinised through governor sub-committees, reports and frequent visits. Consequently, governors provide effective oversight of the school's offer.
25. In the early years, leaders ensure that staff work closely with parents to support each child's learning and progress. Daily contact at children's drop-off and collection times, as well as regular use of an online system, provides parents with helpful information. The ongoing dialogue between staff and parents, which is centred on their child's wellbeing, is valued.
26. Leaders manage any potential risks effectively. Risk assessments are detailed. These cover the whole school site and the activities undertaken by staff and pupils, including specific adaptations for children in the early years. All staff undergo training in risk assessment. This includes knowledge of the continuous process of identifying and responding to risks as these change over time. There is a robust approach to planning and approval of educational trips, including post-trip evaluations to inform future planning.
27. The comprehensive accessibility plan has appropriate timescales for implementing ongoing improvements. Leaders fulfil their responsibilities under the Equality Act 2010 by adapting the curriculum so that it is accessible to all pupils. They continue to find ways to improve the site so that areas are accessible to those with physical disabilities.
28. A suitable three-stage complaints procedure is available on the school's website. Complaints processes are managed effectively. Leaders respond appropriately to any concerns raised in a timely manner. Governors check that the policy is implemented effectively through meetings with leaders and regular reviews of the associated documents.
29. Leaders make relevant information available to parents through the school's website. They promote effective relationships, for example by inviting parents to presentations and workshops, and through consultation. This helps parents to gain a better understanding of their child's learning and

development. In addition, parents receive regular reports each year detailing information about their child's attainment and progress.

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

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

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

31. The broad curriculum includes the Extended Project Qualification (EPQ) and Level 3 diplomas. Schemes of work are carefully planned so that pupils develop the essential knowledge and skills required. Leaders monitor and evaluate teaching standards through regular visits to lessons, reviews of pupils' work and progress, and through speaking with pupils about their achievements. Pupils make good progress over their time in the school. They achieve increasingly well at GCSE and A level because of the effective support and guidance provided by teachers. As a result, many pupils gain higher education places consistent with their preferred choices.
32. Leaders foster effective cross-curricular links. In computer science, for example, the connection with mathematics, business and geography allows pupils to prepare confidently for real-world computing applications. Pupils understand important technical vocabulary and how this can be applied accurately in subjects such as criminology and psychology. There are also links to personal, social, health and economic (PSHE) education, covering fundamental British values. In this way, the academic curriculum is enriched, allowing pupils to broaden their perspective and learning across subjects.
33. In the early years, children build trust because of their warm relationships with adults. Leaders ensure that children extend their knowledge and skills across important areas of learning, including those supporting their personal, social and emotional development. The curriculum is enriched with outdoor education. Children are encouraged to develop their communication and language skills and scientific enquiry in a natural setting. The thoughtful organisation of activities ensures that children are highly motivated to learn, and as a result they are well prepared for the next stage of their education.
34. Pupils who have SEND make good progress. They are well supported. This means that they achieve results in line with, and sometimes better than, their peers. Teachers understand pupils' individual needs well because of their effective checks on learning. Lessons and resources are adapted so that pupils can access the curriculum routinely. Consequently, they make consistently good progress.
35. Pupils who speak EAL are assessed and supported so that their needs are met. They develop their English language skills effectively with the help of specialist teaching and achieve well.
36. Lesson plans are based around the 'Claremont learner attributes'. Pupils understand these and are responsive to the high expectations set. Teachers deliver the intended learning effectively. They have good subject knowledge and understand pupils' needs. In drama, for example, pupils opt for a role in lighting or sound if they feel less confident to perform. No pupil is excluded from taking part in learning, so teaching does not discriminate.
37. Positive relationships between teachers and pupils mean that pupils are confident to ask for help if they do not understand a task. Subject clinics are highly effective in supporting pupils who need extra help, or extra challenge, to make good progress. In lessons, teachers show patience. Their feedback, including online, is effective and acted upon by pupils to improve their work.
38. Assessment is systematic. Teachers identify any gaps in pupils' learning quickly. Leaders evaluate and constantly refine assessment arrangements, for example through the introduction of target cards for junior pupils. This change was made in response to pupils' own suggestions in student council.



39. Classrooms are well equipped. Teachers use resources effectively to engage pupils' interest and promote deeper thinking, while building pupils' knowledge and skills. As a result, pupils are motivated to learn and produce high-quality work.
40. The school's focus on inclusion and pupils' wider development means that pupils of different ages and abilities gain confidence as they achieve in a wide range of extra-curricular activities. These encompass areas such as the creative arts, and science, technology, engineering and mathematics (STEM). Leaders monitor participation rates carefully to ensure that there are opportunities for everyone.

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

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

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

42. An effective PSHE curriculum enables pupils to learn about protected characteristics, such as gender, age and religion. They gain an understanding of lifelong qualities, such as respect and self-knowledge, in line with the school's aims. Young pupils learn about EDI. This builds their awareness and understanding of individual differences in society. Staff training ensures that EDI is well promoted through teaching and learning. This is enhanced by contributions from visiting speakers, as well as information gathered from regular pupil surveys.
43. Pupils have well-developed self-awareness. Pupils, of different faiths and none, are reflective and thoughtful. Their work in the creative arts displays a clear spiritual and aesthetic dimension, with meaningful links to nature and the environment.
44. Pupils develop mutual respect. They work closely with their peers on collaborative tasks in lessons and through wider activities. These shared learning experiences, with the need to listen to each other as they interact on a focused task, naturally extend pupils' understanding of one another. This contributes well to their ability to manage relationships successfully. Pupils achieve positive group outcomes through thoughtful negotiation and agreement on their plans of action.
45. Pupils have a clear understanding of their own physical, emotional and personal development because of effective pastoral support and leaders' focus on their character education. The caring relationships between staff and children in the early years create a happy and kind learning environment. Children are encouraged to be open with their feelings through 'colour monsters'. Consequently, they build self-confidence in preparation for their next steps.
46. Pupils recognise the need for exercise, through physical education (PE) and sport, as part of a healthy lifestyle. The PE curriculum involves taught practical and theory lessons delivered by specialists across the school. As a result, pupils develop a secure knowledge of their physical and mental capabilities. Leaders promote a healthy attitude towards winning or losing, as demonstrated in the house song competition. Pupils understand the value of participation and recognise that not winning is an opportunity for further learning.
47. Junior school pupils learn about the importance of good relationships. They develop this knowledge, for example, by supporting children in the early years. The RSE programme ensures that all key areas are covered to enhance pupils' knowledge of important issues such as consent. However, some older pupils are not as interested in or engaged with RSE as they could be. This is because sometimes topics are repetitive and do not build effectively on previous learning. As a result, pupils do not always make the progress that they should.
48. Leaders set high expectations and pupils typically behave well. The well-structured rewards and sanctions system is understood by pupils, who recognise that it is fair. Robust systems record and track pupils' positive and negative behaviour. Any misbehaviour is addressed promptly and monitored carefully by leaders. Bullying is rare. If it occurs it is dealt with effectively. This means that pupils are safe in school and can learn well.

49. Leaders have established a well-resourced health and wellbeing centre. This offers a wide range of specialist support for pupils' physical and mental welfare. The nurses liaise closely with pastoral leaders to ensure that pupils' individual needs are understood and met.
50. The site and school premises are maintained to a high standard. All relevant health and safety requirements, including those related to fire safety, are clearly understood. The required safety procedures are implemented effectively.
51. Admission and attendance registers are kept appropriately. Staff are vigilant and follow up on any pupil's absence. Effective supervision is a high priority, so pupils are carefully monitored. The school informs the local authority, as required, of any pupil who joins or leaves at non-standard times.

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

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

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

53. The school's effective promotion of the importance of inclusion contributes to pupils' understanding of fundamental British values. This equips them well for life in British society. They become respectful and tolerant young people, ready for their next steps and appropriately prepared to contribute to society in whatever way they can.
54. Whole-school character education, centred on one characteristic each month, enables pupils in all year groups to focus on key areas such as responsibility and eco-awareness. Pupils learn about, for example, packaging and the implications for the environment.
55. Children in the early years learn mutual respect through well-structured activities. They become confident as they extend their understanding of the importance of co-operation and how to build friendships. Pupils in the Reception year use technology well to research, for example, Diwali. In doing so, they learn about traditions in different societies and what these mean for the community.
56. Pupils study how general elections work and take part in mock elections. Leaders create opportunities for pupils to engage in political debate, focusing on specific topics such as immigration. Consequently, they acquire balanced views as they learn about democracy.
57. Leaders promote social and cultural awareness through a carefully planned academic enrichment programme. Visiting speakers include Holocaust survivors and Paralympians. Junior pupils, for example, visit France to learn about the experiences of soldiers in the First World War, as well as researching the impact of the work of the suffragettes on modern society. They gain insight into the meaning of protected characteristics, such as disability, and learn to distinguish right from wrong in a diverse society.
58. Leaders ensure that careers guidance is impartial. Pupils gain knowledge of careers in different settings, for example by taking part in work experience and learning about apprenticeships. Opportunities include visiting speakers, meetings with pupils in different age groups, and careers fairs.
59. Leaders provide regular opportunities for pupils to gain experience of CV writing and interview techniques. Effective use of online platforms enables pupils to research different career options with oversight from the school's careers team. The 'women in STEM' programme raises pupils' awareness of equal opportunities for all. Parents are invited to meetings to discuss pupils' plans, strengths and interests. This helps parents to understand what is available for their children and to support them in choosing their future pathways.
60. Pupils acquire an economic understanding through the curriculum and extra-curricular activities. From a young age, they begin to develop an understanding of how to manage their own finances effectively. Relevant workshops and PSHE lessons combine to equip them well for life beyond school. This includes introducing the concepts of credit and debit, as well as raising awareness of the dangers of gambling.
61. Leaders provide a range of opportunities for pupils to contribute to the local and wider community. An adapted version of the Duke of Edinburgh Award Scheme (DofE) enables junior pupils to learn

about teamwork and resilience. All pupils take part in the 'Claremont 100' charity initiative. They understand the importance of service towards others, as demonstrated by the work of Year 9 pupils who help children with their learning in the forest school. Other pupils support the homeless through a sponsored sleep-out in cardboard boxes. Pupils work with foodbanks and support animal shelters. This upholds the school's aim of developing young people who can contribute positively to society.

62. The school's councils provide leadership opportunities for pupils. The councils offer an effective forum for discussion and a vehicle for service to others. Pupils are confident that they are listened to by leaders and speak enthusiastically about recent changes, such as the introduction of a vertical pastoral structure for Years 7 to 11. This change has created further opportunities for older pupils to mentor younger pupils.

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

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

## Safeguarding

64. Leaders consistently promote a positive and transparent safeguarding culture across the school. Staff are vigilant and know that everyone is responsible for acting on concerns. This includes the self-reporting of low-level concerns. As a result, pupils' wellbeing is central. They feel safe and well looked after.
65. Policies and procedures are clear and up to date, incorporating the latest statutory guidelines. Training for staff is regular and rigorous. This ensures that they are knowledgeable about changes and are confident in the early identification of any pupil who may be at risk of harm.
66. Safeguarding is closely monitored, including by the safeguarding governor, through effective safeguarding risk management. This ensures that leaders are aware of any potential current and emerging risks to pupils, for example from radicalisation and extremism, as well as the necessary actions needed to mitigate these.
67. There is a large, well-qualified and attentive safeguarding team. This has recently expanded to ensure that any increase in pupil numbers is appropriately managed and that safeguarding is not compromised.
68. Leaders have established effective working relationships with external agencies. They readily seek advice to ensure that the safety and wellbeing of pupils is prioritised. Safeguarding records accurately describe discussions and the rationale behind decisions made.
69. There is a thorough induction programme for new staff. This includes coverage of online risks to pupils and those associated with the 'Prevent' duty. Induction training promotes a secure understanding of the school's expectations and staff members' responsibilities in keeping children safe.
70. Governors make sure that there is effective oversight of safeguarding through careful reviews of policies, reports to the board and frequent visits to the school. The safeguarding governor monitors the register of appointments and regularly meets with the designated safeguarding lead. Leaders and governors routinely assess and review risks to ensure pupils are safe. Governors are well trained. Safeguarding is discussed in detail at every meeting. In this way, they are assured that arrangements for safeguarding are secure.
71. Pupils understand how to stay safe online. A robust filtering and monitoring system ensures that pupils do not access inappropriate content or harmful social media. This promotes a secure online environment that keeps pupils safe. Pupils are confident that there are trusted adults in school who will listen to, and act upon, any concerns.
72. Leaders implement thorough procedures in terms of staff recruitment. Appropriate checks are carried out before adults begin work in the school. A suitable single central record (SCR) of staff appointments is well maintained.

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

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



## School details

<b>School</b>	Claremont Fan Court School
<b>Department for Education number</b>	936/6032
<b>Registered charity number</b>	274664
<b>Address</b>	Claremont Fan Court School Claremont Drive Esher Surrey KT10 9LY
<b>Phone number</b>	01372 467841
<b>Email address</b>	info@claremont.surrey.sch.uk
<b>Website</b>	www.claremontfancourt.co.uk
<b>Proprietor</b>	The Claremont Fan Court Foundation Limited
<b>Chair</b>	Mr Roger Martin
<b>Headteacher</b>	Mr William Brierly
<b>Age range</b>	2½ to 18
<b>Number of pupils</b>	1199
<b>Date of previous inspection</b>	15 to 17 September 2021



## Information about the school

74. Claremont Fan Court School is an independent co-educational day school situated in Esher, Surrey. The school is a registered charity, overseen by a board of governors. It is structured into two sections: a junior school for children in the early years and pupils in Years 1 to 6, and a senior school for pupils in Years 7 to 13.
75. Since the previous inspection, the school has appointed a new chair of governors. The school has expanded, with particular growth in the sixth form, and has moved to a whole-school model incorporating a vertical pastoral structure.
76. The school has identified 151 pupils as having special educational needs and/or disabilities (SEND). Three pupils in the school have an education, health and care (EHC) plan.
77. English is an additional language (EAL) for 12 pupils.
78. The school states its aims are to develop individuals who are confident and outstanding citizens, who are aware of their responsibility to others and who contribute positively to global society. The school sets out to provide an environment where individual potential is recognised and valued and equips pupils with a strong set of values for future decision-making.

## Inspection details

### Inspection dates

10 to 12 December 2024

79. A team of eight inspectors visited the school for two and a half days.

80. 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 safeguarding governor
- 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.

81. 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)**.

**Independent Schools Inspectorate**

CAP House, 9-12 Long Lane, London, EC1A 9HA

For more information, please visit [isi.net](http://isi.net)