

School inspection report

27 to 29 January 2026

Lucton School

Lucton

Leominster

HR6 9PN

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 school's senior leadership team work well with governors and the proprietor. They place pupils' wellbeing at the forefront of their decision-making. Leaders' evaluation of the educational and pastoral provision informs their school improvement plan. Consequently, the school meets the Standards.
2. Pupils demonstrate diligent and responsible attitudes towards their learning. Many lessons are planned and taught well. However, leaders have not implemented a suitably thorough system to monitor and review the quality and effectiveness of teaching in all subjects. As a result, leaders do not maintain rigorous oversight to ensure that all teaching consistently and effectively promotes pupils' progress.
3. Leaders are engaged and strategic, and they evaluate the school's curriculum effectively. They seek to accommodate and broaden the range of subject choices for pupils. Teaching is typically effective in supporting pupils to learn new concepts and skills and apply their learning in more complex ways.
4. Pupils benefit from a wide range of recreational and enrichment activities, many of which provide leadership opportunities. These opportunities build pupils' knowledge and skills and support their developing confidence. The activity programme, based upon the school's 'mind, soul and physical' development and the introduction of the wellbeing programme, broadens the school's provision for pupils, contributing to their growing independence and maturity.
5. Leaders provide information for parents on the school's website. Parents receive informative and suitably detailed academic written reports that inform them about their child's progress. Many of the school's policies are provided by the proprietor. However, in some instances, policies have not been reviewed with sufficient thoroughness to ensure that they accurately reflect the school's current practices and context.
6. The school's health and safety procedures are effective overall. The health and safety and fire safety policies are appropriate. However, at the start of the inspection, some fire doors and evacuation routes were not sufficiently clear of obstacles. Leaders rectified this oversight promptly and provided staff with specific and additional fire safety training and guidance during the inspection.
7. Leaders support pupils' physical, mental and emotional health consistently. Effective anti-bullying and behaviour strategies promote a culture of respect and tolerance amongst pupils, and between pupils and staff. Comprehensive personal, social, health and economic education (PSHE) and relationships and sex education (RSE) programmes equip pupils to understand different perspectives and to make informed personal choices. The school's values and ethos foster a sense of belonging and personal identity, and support the development of pupils' mental, emotional and physical wellbeing.
8. Pupils thrive due to the school's robust safeguarding practices and effective leadership. Staff follow procedures diligently and receive thorough training. Those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility. Safeguarding concerns are actively identified and acted upon and are managed appropriately.

9. Children in Reception experience a safe, nurturing and well-organised environment in which they are helped to achieve well, feel that they belong and thrive in all aspects of their development. Staff build warm relationships that help children feel settled and valued. Behaviour is managed calmly and positively, helping children learn to share, take turns and show kindness.
10. The leadership of boarding is effective and the National Minimum Standards for boarding schools (NMS) are met consistently. Boarders feel known, valued and safe. They enjoy close relationships both with each other and a variety of well-trained adults who work with them. Appropriate positions of responsibility are available to older boarders through the prefect system. This enables the development of leadership skills and maturity as they act as positive role models for younger boarders.

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 that the monitoring of teaching is sufficiently rigorous so that leaders are confident that the quality of teaching is effective and consistently promotes pupils' learning
- revise all policies effectively so that they accurately reflect the context of the school
- ensure all staff consistently implement the school's fire safety procedures.

Section 1: Leadership and management, and governance

11. The proprietor, as chair of the governing body, knows the school well. Governors visit the school regularly and receive timely reports from leaders. This informs their effective oversight of school policies, procedures and pupils' wellbeing. Governors and leaders receive thorough guidance and expertise from internal and external audits and from the proprietor body. They maintain effective and constructive links with other agencies. This thorough oversight and guidance provides assurance that leaders have the suitable knowledge and skills to fulfil their roles well. Governors provide challenge and support where needed to ensure that all Standards are met.
12. Governors and leaders are reflective and have a clear development plan to improve the school. They take proactive decisions to enhance the provision for pupils. For example, leaders have recently introduced an initiative to support and promote pupils' positive mental health and wellbeing. Leaders have implemented a new assessment data tracking system to support more effective analysis of pupils' progress and achievement across the school, and to inform areas of the curriculum requiring further development.
13. Leaders implement a suitable written complaints policy and keep an appropriate record of any complaints received. Leaders proactively listen to parents through various committees and surveys and engage in constructive and open dialogue. They address any concerns raised in an appropriate and timely manner.
14. Leaders appropriately inform the local authority of any pupils whose absenteeism raises concerns or of those who join or leave the school at non-standard transition points. Leaders provide the relevant local authority with the required financial information relating to pupils who have an education, health and care plan (EHC plan).
15. The school meets its duties under the Equality Act 2010. Leaders actively seek ways to remove barriers to learning and to provide access to the curriculum for pupils, including those who have special educational needs and/or disabilities (SEND). For example, leaders adapt classrooms and provide ramps to enable ground floor access. Leaders implement individual support plans that provide pupils with reasonable adjustments. A comprehensive and inclusive programme of extra-curricular activities is designed to recognise and value pupils' individual and diverse interests.
16. There are well-established and embedded processes for managing risk. Leaders write careful and effective risk assessments which cover the premises and a range of on-site and off-site activities. Governors provide effective oversight of policies and processes related to identifying and mitigating risk. Leaders review risk assessments regularly and take appropriate actions so that they remain suitable.
17. Information is made available to parents on the school's website. Parents receive thorough and detailed written reports alongside tracking documentation that informs and advises them about their child's academic and personal progress. However, some policies, including those relating to PSHE and RSE, have not been reviewed and revised effectively so that they accurately reflect the school's current procedures, practices and context.

18. Leaders evaluate the provision in the early years setting and effectively ensure the development of the children. Staff are supported to deliver an engaging, well-planned curriculum, including opportunities for self-initiated play and outdoor learning. Leaders maintain effective relationships with parents and external professionals. They communicate thoughtfully during key transitions, helping children to settle quickly.
19. The leadership of boarding is effective. Staff are well trained and provide a caring environment where individual boarders from a wide range of nationalities and cultures are known and valued. Boarders feel secure and benefit from a broad range of regular trips and activities. Leaders have successfully implemented an effective system to provide compassionate and prompt care for boarders when they are ill. A robust system of self-evaluation and governance oversight ensures that the NMS are met consistently.

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

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

Section 2: Quality of education, training and recreation

21. The curriculum is broad, balanced and effectively planned to meet the needs of pupils. Teachers provide clear details about the content, concepts and skills that pupils, including children in the early years, are required to learn. Older pupils benefit from a range of compulsory and optional subjects to support their individual interests. Leaders review pupils' subject choices annually and introduce new subjects such as a BTEC National Diploma in sports science. Leaders carefully plan to support pupils' literacy, numeracy and communication development. They offer a wide range of physical, creative and artistic opportunities. Scientific and technological understanding is effectively delivered through well-planned science, information and communication technology (ICT) and design and technology (DT) lessons. In the prep school, lessons are enriched with whole-school activity days, for example through a dance workshop that celebrates Diwali. Teachers plan curriculum activities, when appropriate, that provide pupils with a range of opportunities to extend their learning by using the outdoor environment.
22. Teaching methods are effective, ensuring that pupils acquire knowledge and skills and make good progress. Teaching is planned and paced well, which results in purposeful and calm lessons. Clear and established routines, well known to pupils, are consistently applied, enabling pupils to focus and follow expectations. Pupils benefit from teachers' secure subject knowledge. Lessons typically include a variety of resources and activities. In lessons where progress is slower, teachers' knowledge of each pupils' needs facilitates their learning through more individualised discussions. Teachers provide increasing guidance and support as pupils progress through the school so that they achieve success in public examinations.
23. Staff help pupils to develop and use a range of English skills accurately and consistently in their written and oral work. From an early age, pupils expand and extend their vocabulary. Pupils in Years 1 and 2 are assigned Year 6 reading buddies who support their acquisition of vocabulary and comprehension of the books they collaboratively read. Pupils in Year 4 engage with and explore the range of language in *Little Red Riding Hood*, which helps them to write more dramatically and descriptively. In mathematics, teachers provide pupils with regular opportunities to check their understanding and to revise and retrieve prior learning by asking challenging questions at the beginning of lessons. Staff skilfully link subjects and topics so that pupils widen their knowledge. For example, they refer to the study of the heart in biology when teaching the circulatory system and draw together understanding of chemical bonds in organic chemistry. As a result of such measures, pupils make good progress and consistently broaden their understanding and develop new skills.
24. Teachers ask skilful questions and rigorously monitor pupils' understanding so that misconceptions are quickly addressed. Teachers set targets and highlight where work could be improved or corrected. Subject content and difficult concepts are reviewed and revisited, when needed. Pupils are assessed regularly to check their knowledge, skills and understanding. For instance, pupils undertake regular topic tests and end-of-year assessments. As a result, pupils know how well they are performing and how to improve. Some academic departments informally monitor how the quality of individual and collective teaching within the department supports pupils' learning. However, leaders have not yet successfully embedded a systematic framework to evaluate whether the quality of all teaching effectively and consistently enhances pupils' progress.
25. Leaders identify pupils who have SEND carefully, make suitable provision for them in lessons and track their progress regularly. Teachers support pupils' individual needs, when appropriate, for

example by using resources that combine words and images, vocabulary cards and noise-reducing headsets. This inclusive approach ensures that pupils who have SEND access the curriculum successfully and learn, develop and achieve well during their time at the school.

26. Leaders assess the level of support needed by pupils who speak English as an additional language (EAL) on entry to the school. Their level of need is shared with subject teachers who provide specific materials to help them to access the curriculum. Staff provide, for example, technical word lists and vocabulary, video and audio materials and electronic translators. Pupils are supported in small group sessions and are encouraged to immerse themselves in activities with all pupils that enable them to practise using English. This builds their confidence and language proficiency and enables them to speak, read and write with increasing fluency. Pupils in the sixth form who speak EAL are provided with targeted lessons to prepare them effectively for the language test required for university entry.
27. Pupils participate in a broad range of extra-curricular activities that are provided by staff and external specialists. For example, in photography club, pupils explore the effects of different light settings and shadow in outdoor and indoor environments. In drama activities, pupils rehearse and prepare to participate in school productions. They practise and improve their individual skills in sporting clubs such as netball, badminton and football. Pupils actively participate in speech and drama, swimming and horse-riding activities that prepare them well to compete in regional competitions. The well-planned extra-curricular programme supports pupils to develop and learn new skills and to build their self-esteem and confidence.
28. Leaders ensure that boarding pupils are provided with a wide range of leisure facilities and activities, such as baking and the foreign film club. Induction information and systems are effective in settling new boarders quickly into the rhythms of school life. Liaison between house and teaching staff ensures that boarders' academic needs are met appropriately.
29. Teachers in the early years plan lessons and activities carefully to support children's communication and language development. Staff model phonic sounds and help children to use English accurately, for example when holding conversations that use the past tense. This helps children to practise and use spoken English accurately and to make good progress. Staff use well-planned daily routines, such as discussing the previous day's activities during morning registration, which develops children's vocabulary and confidence. In mathematics, children enjoy being robots as they follow directional and positional instructions to enable their understanding of simple addition and subtraction.

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 actively promote pupils' personal development through a well-structured PSHE curriculum, enhanced by visiting speakers, extra-curricular opportunities and a coherent assembly programme. Teachers provide opportunities for pupils to assess their prior knowledge when new topics are taught and to review their learning regularly. This enables subject leaders to monitor pupils' understanding and adapt the curriculum, when necessary. The curriculum addresses a wide range of important themes. These topics include helping pupils to understand discrimination, supporting their positive mental health and encouraging them to explore responsible decision-making. Pupils demonstrate a secure understanding of diversity, including matters relating to race and sexual orientation.
32. Leaders promote pupils' spiritual and moral development through a well-planned programme of events celebrating diverse religious and cultural traditions. These include celebrating Christian festivals such as Christingle and Harvest, and the Hindu Holi festival. Senior pupils deliver assemblies on a range of topics including World Religion Day and Holocaust Memorial Day. The whole-school Remembrance Service, led by pupils in the Combined Cadet Force (CCF), provides opportunities for the school community to reflect on sacrifice and service. The religious education (RE) curriculum explores themes such as justice, punishment and reform, which deepens pupils' moral understanding. Pupils in the prep school philosophy club debate spiritual and moral issues, including the morality of fairy tales, and explore questions relating to gender, equality and stereotyping.
33. Leaders ensure that physical health is an important part of the school's educational provision. Pupils benefit from a varied physical education (PE) programme encompassing a balance of traditional, team and individual, competitive and non-competitive sports. Elite pathways in football, equestrianism and swimming, supported by professional partnerships, provide additional challenge for pupils with higher prior sporting abilities. Pupils learn about nutrition, endurance and muscular development and understand that regular exercise supports their physical health and positive mental wellbeing.
34. The school demonstrates a robust commitment to supporting pupils' wellbeing. A wellbeing room, for instance, provides pupils with a calm, welcoming space where they can take time to pause and reflect, speak to someone or access support. Pupils, appointed as peer support prefects, receive specific training and help staff by providing mentorship to others. Pupils are provided with opportunities to meet with external independent counsellors. As a result, pupils develop confidence and a range of effective strategies to manage difficult situations and challenges.
35. The RSE curriculum is matched appropriately to the needs of pupils. Staff consult with pupils and parents before teaching sensitive topics. Pupils acquire knowledge and awareness to make informed decisions about their wellbeing. They develop an understanding about how to build respectful and inclusive relationships. Pupils explore the concepts of negative and positive peer pressure and learn to identify characteristics that promote supportive friendships. Assemblies and lessons address issues such as misogyny and consent and emphasise the importance of challenging inappropriate behaviour.
36. Leaders implement a clear behaviour policy which sets high behavioural expectations. The school uses rewards and sanctions appropriately to consistently promote kind and responsible behaviour.

Leaders maintain thorough records and consult with parents and pupils when necessary. The class and tutor pastoral systems successfully encourage pupils to develop warm, positive relationships with each other and with staff. Leaders ensure that pupils understand the consequences of unkind and discriminatory behaviour. The anti-bullying strategy promotes the school's values effectively so that incidents of bullying are rare. When allegations of bullying are reported, leaders take swift, supportive and effective action.

37. Leaders maintain admission and attendance registers that reflect current statutory guidance. They consult with parents when concerning patterns of absence are identified and implement supportive actions to improve pupils' attendance. As a result, attendance levels are high across the school.
38. Health and safety systems are effective overall. Policies are reviewed annually, and governors provide ongoing oversight of the school's health and safety procedures. Leaders ensure that regulatory testing of equipment, including fire safety equipment, is carried out promptly. Fire emergency routes are clearly marked. Pupils understand and regularly rehearse how to evacuate buildings, including in boarding time. At the start of the inspection, some fire doors and evacuation routes were not appropriately cleared of obstacles. Leaders rectified this promptly during this inspection and provided staff with additional training so that fire safety is consistently promoted.
39. Leaders implement suitable measures so that pupils are carefully and appropriately supervised. Staff are approachable and visible at drop-off and pick-up times and help to carefully manage vehicular movement on the site. Teachers supervise pupils well during breaktimes. Leaders ensure that required child-to-staff ratios are maintained in the early years. A suitable number of staff supervise boarders in the evenings and at weekends.
40. Leaders provide competent first aid and medical care for day and boarding pupils. A suitable number of staff undertake appropriate first aid training, including paediatric first aid training for those who work in the early years. Pupils who are unwell recuperate in appropriate accommodation. Medicines are stored securely. Leaders record any medicines they administer accurately.
41. Teachers in the early years ensure that children understand that physical activity is enjoyable and part of a healthy lifestyle. Through PE and swimming lessons, children develop a range of physical skills. Staff effectively teach children to make their own healthy choices about food and implement hygiene practices extremely effectively. For example, children wash their hands before eating and learn how to clean their teeth. Staff ensure routines are well established, helping children to feel secure and to grow in confidence as they know what to expect.
42. Boarders benefit from boarding accommodation and opportunities that promote social interactions and mutual respect. The boarding environment is a diverse and inclusive community. Boarding leaders provide kitchen facilities that support boarders' independence. Induction arrangements help new boarders to settle quickly. Older boarders take on leadership roles and provide support and mentorship to others. Boarders personalise their spaces and store valuables securely. The boarding council provides meaningful opportunities to influence provision, such as the re-allocation of rooms to give more balance in the boarding house. The comfortable boarding accommodation provides boarders with suitable privacy and is maintained well.

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. Leaders promote an atmosphere of mutual respect, tolerance and inclusion through the school's values and the curriculum. The diverse boarding community is fully integrated into the daily life of the school. Pupils demonstrate a respectful social and cultural understanding of people from different countries, cultures and religions. The school celebrates cultural events, such as Lunar New Year, in assemblies and by arranging themed meals and displays. In RE lessons, pupils explore the practices and traditions of different religions. Pupils share their mother tongue languages and cultural heritage with the school, which broadens pupils' knowledge and understanding. The school's well-structured PSHE programme addresses key societal issues and provides opportunities for pupils to participate in debates that consider different perspectives. Leaders respond to the individual needs of pupils, such as through the provision of gender-neutral toilet and changing facilities for pupils who have gender dysphoria. Pupils respect and value the importance of celebrating those who are different.
45. Leaders ensure that British values are mapped through the curriculum and enhanced through the PSHE programme and form periods. For example, pupils in English lessons debate discriminatory attitudes towards women when analysing poetry. Pupils engage in democratic practices when they vote for others to take on positions of responsibility within the school community. For example, pupils are elected as school council representatives, house captains and to serve on the eco-committee. Pupils embrace responsibility, make valuable contributions to the school community and develop leadership skills. For example, the council successfully petitioned for new adventure playground apparatus, and the eco-committee are currently working towards achieving 'Green Flag' status by implementing measures to protect the specialised nature and heritage of the school's orchard and front lawn.
46. Pupils also develop leadership skills and a secure understanding of social responsibility through their work as charity prefects. They consult with external charitable organisations and arrange school events that raise both awareness and funds to support worthwhile causes. For example, the school community participates in a sponsored run to support those who are afflicted by serious illness. Pupils raise funds to support children's right to an education in other continents. The charity committee organise regular non-uniform days, which raise funds for the charities chosen by pupils. As a result, pupils learn about the importance of contributing to society and the difference they can make to their community.
47. Teachers plan suitable learning experiences to develop pupils' economic understanding. The PSHE curriculum includes appropriate and relevant financial topics. Younger pupils study money and the value of coins in mathematics lessons. Pupils in Years 7 to 9 investigate the use of money through learning about bank accounts, credit, debt and taxation. Older pupils are taught about financial management and personal budgeting. This allows pupils to prepare for adult life in British society and provides them with the knowledge to make responsible financial decisions.
48. Leaders create opportunities for pupils of all ages to learn about society and the wider world through a programme of speakers. Children in the early years, as well as older pupils, attend age-appropriate presentations given by visiting speakers from the police, fire and health services. Teachers provide opportunities for pupils to connect their experiences with national and international events and institutions. Younger pupils, for example, watch and discuss age-

appropriate news programmes. Older pupils develop their understanding of British institutions and the work they do to support society through educational visits to the Houses of Parliament and by voting in mock elections.

49. Leaders provide opportunities for pupils to develop their wider skills and prepare them for the next stage in their education. Children in the early years are supported in their transition to Year 1 by visiting their next classroom and attending assemblies with older pupils. Pupils are provided with effective opportunities to develop self-knowledge, self-esteem and confidence. They participate in a CCF programme that provides structured leadership development and teaches practical skills such as orienteering and competent administering of first aid. Other inclusive opportunities, including sports programmes, drama and music performances, and academic and speech and drama competitions, help pupils to develop resilience and independence. External organisations visit the school and lead workshops that prepare pupils to use public roads responsibly. Younger pupils, for example, practise cycling skills and older pupils explore the responsibilities associated with learning to drive. As a result of such measures, leaders provide pupils with relevant skills that support them to be prepared for adult life in British society.
50. Leaders ensure that pupils, including those in the prep school, receive effective careers guidance. Representatives from different professions, including farming and the fire service, speak to pupils in the prep school. Leaders implement a coherent programme that provides impartial careers advice for pupils in the middle and senior schools and sixth form. Pupils are given time to explore and identify their career aspirations and to consider relevant employability skills. Pupils in the sixth form receive independent careers guidance that includes how to prepare for interviews and complete job and further education applications appropriately. They visit a local university careers fair that provides them with further information about possible opportunities and pathways. Leaders guide pupils so that they secure appropriate work experience that matches their individual aspirations, including opportunities with the army and local businesses. Pupils also gain work experience through the volunteering aspect of The Duke of Edinburgh's Award scheme (DofE), for example by coaching tennis to younger children or working in a local care home.
51. Leaders and staff model and actively promote the principles of the rule of law and right and wrong. Pupils apply their understanding about rules and laws by considering authentic scenarios. For example, pupils evaluate a range of crimes in RE lessons and debate fair sanctions that could be given through the British justice system. Pupils demonstrate a responsible moral code and understand the role of civil and criminal law in resolving disputes and redressing wrongdoing in wider society. Pupils learn, from an early age, that living in a democracy means they accept that others may think differently and articulate alternative viewpoints. Children in the early years demonstrate their understanding of fair play through taking turns and sharing equipment and resources, such as placing hoops on a post or making pretend cupcakes collaboratively.

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

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

Safeguarding

53. The school's safeguarding procedures are overseen by governors who undertake termly visits to the school and meet with senior leaders, pupils and staff. Governors receive and review detailed safeguarding reports and an annual audit. They ensure that leaders are supported to undertake their roles effectively. Governors check that the safeguarding policy and procedures are in line with current statutory requirements and made available on the school's website.
54. Staff are well trained to understand their safeguarding responsibilities. For instance, they receive training related to misinformation, radicalisation and the reporting of alleged low-level or more serious concerns about adults working with pupils. Staff self-refer when appropriate. Staff training is enhanced through receiving regular safeguarding updates and additional staff briefings. Staff report any concerns appropriately to the school's safeguarding team so that pupils are supported quickly and effectively.
55. Leaders are vigilant, proactive and reflective in their approach to safeguarding. They work closely with a range of external agencies, such as the police, the appropriate local authority children's services teams and safeguarding partners. Those with responsibility for safeguarding seek advice, understand local safeguarding procedures and make timely referrals when needed to support pupils' wellbeing.
56. Leaders implement an effective internet filtering and monitoring system. Pupils are taught about online safety through PSHE and ICT lessons, including how to protect their own personal details. They learn not to accept requests from unknown people online. Pupils are also taught about the importance of taking responsible decisions that promote their personal safety and health. They learn, for example, about healthy eating and the advantages of regular exercise and muscle development. Leaders provide suitable systems for pupils so that they know who to contact if they need support or advice.
57. Effective safeguarding systems are in place to support boarders. Staff are well trained and vigilant to boarders' individual needs. Boarding leaders work closely with school staff to ensure that they co-ordinate and collaborate when providing any support that boarders need. Boarders have access to an independent listener whose details are clearly displayed in the boarding houses so that boarders know how to make contact.
58. The single central record of appointments (SCR) contains accurate details of all necessary recruitment checks carried out before staff, volunteers or governors begin working at the school. Staff involved in recruitment receive training in safer recruitment procedures. Governors provide thorough oversight of the school's recruitment processes and the SCR to ensure consistently effective practice.

The extent to which the school meets Standards relating to safeguarding

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

School details

School	Lucton School
Department for Education number	884/6007
Registered early years number	EY289937
Registered charity number	518076
Address	Lucton School Lucton Leominster Herefordshire HR6 9PN
Phone number	01568 782000
Email address	office@luctonschool.org
Website	www.luctonschool.org
Proprietor	Lucton Pierrepont School Educational Trust
Chair	Mr Ali Khan
Headteacher	Mr Andrew Allman
Age range	6 months to 18 years
Number of pupils	266
Number of boarding pupils	51
Number of children in the early years registered setting	58
Date of previous inspection	1 to 2 February 2023

Information about the school

60. Lucton School is an independent co-educational day and boarding school. It was founded in 1708 on Christian principles, to which it still adheres, and welcomes pupils of all faiths and none. It is set in the Herefordshire countryside, north-west of Leominster. The school joined the Alpha Group in December 2021. It is operated as a charity by the Lucton Pierrepont Educational Trust and is overseen by a board of trustees. The school is divided into five sections: the early years; the prep school, for pupils in Years 1 to 5; the middle school, for Years 6 to 8; the senior school, for Years 9 to 11; and the sixth form. The current headteacher was appointed in September 2024.
61. Boarding pupils are accommodated in Croft House and may board at the school from 7 years of age.
62. There are 64 children in the early years. Of these, 56 are in the registered early years setting. There are 8 children in the non-registered Reception class.
63. The school has identified 37 pupils as having special educational needs and/or disabilities. A very small proportion of pupils in the school have an education, health and care plan.
64. The school has identified that 39 pupils speak English as an additional language.
65. The school states its aims are to bring out the best in every individual and to recognise each pupil's unique gifts, talents and abilities. It seeks to promote a secure and happy environment in which pupils can flourish academically, socially, intellectually and physically.

Inspection details

Inspection dates

27 to 29 January 2026

66. A team of five inspectors visited the school for two and a half days. The on-site inspection of the early years setting was quality assured by a monitor.

67. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods
- 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.

68. 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**.

Independent Schools Inspectorate

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For more information, please visit isi.net