

School inspection report

10 to 12 June 2025

Lockers Park School

Lockers Park Lane
Hemel Hempstead
Herts
HP1 1TL

The Independent Schools Inspectorate is appointed by the Department for Education to inspect association independent schools in England. Our inspections report on the extent to which the statutory Independent School Standards and other applicable regulatory requirements are met, collectively referred to in this report as 'the Standards'.

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Summary of inspection findings

1. Leaders effectively implement a learner profile that covers six qualities which help pupils to achieve to the best of their abilities, both academically and pastorally.
2. Leaders do not ensure that the school's behaviour policy is consistently implemented for all pupils. Some staff are inconsistent in their adherence to the policy, particularly with regards to the behaviour of older pupils. Staff follow widely varying approaches to managing behaviour both in lessons and around the school. This results in a culture of behaviour around the use of unkind and disrespectful language by older pupils that has a negative impact on other pupils. Leaders are not sufficiently aware of this culture and its impact on pupils in the school.
3. Leaders ensure that all pupils achieve well and make consistently good progress. The progress and achievement of all pupil groups across the school, and across a range of subjects, are consistently good.
4. Subject leaders have a detailed understanding of pupils' attainment and progress and use this to ensure that pupils build the necessary skills over time. Teachers communicate their subject knowledge well to pupils, who work with enthusiasm and skill.
5. Pupils are highly engaged, work purposefully and are self-motivated to do as well as they can. Learning support assistants contribute well to pupils' good progress because they know when to provide support and when to step back.
6. Pupils who speak English as an additional language (EAL) are taught well. They quickly begin to use and understand the English language. They are encouraged to explain, question and discuss. They rapidly gain confidence.
7. Leaders have drawn up and effectively implemented a written health and safety policy. Leaders ensure that accommodation and facilities provided are maintained to an appropriate standard.
8. Pupils are well prepared for their futures through a well-planned careers programme. This includes a careers fair that provides pupils with the opportunity to find out more about a range of different jobs and career pathways. The teaching of fundamental British values alongside the school's six learner profiles encourages pupils to be reflective and supportive members of the school community.
9. Staff receive updates on documentation and associated safeguarding guidance throughout the year, alongside yearly training, including identifying the dangers of radicalisation and extremism. Pupils are directed to adults they can talk to if they have any concerns.

The extent to which the school meets the Standards

- Standards relating to leadership and management, and governance are not 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 not met.
- Standards relating to pupils' social and economic education and contribution to society are met.
- Standards relating to safeguarding are met.

Areas for action

The proprietor must ensure that:

- the leadership and management demonstrate good skills and knowledge
- fulfil their responsibilities effectively, so that the other standards are consistently met and
- they actively promote the wellbeing of the pupils

so that:

- the behaviour policy is implemented effectively for older pupils so that all staff manage pupils' behaviour appropriately, positively and respectfully, including during lessons
- the school consistently implements a written policy to promote good behaviour amongst pupils, including boarders that reflects the values and ethos of the school.

Recommended next steps

Leaders should:

- develop strategies to ensure greater consistency of mutual respect and positive relationships between older pupils across all areas of the school.

Section 1: Leadership and management, and governance

10. Senior leaders and governors work well together to embed the school's values across all aspects of the school's work. However, Standards are not met regarding the implementation of the school's behaviour policy. Leaders and governors are not sufficiently informed about the culture of behaviour around the use of unkind and disrespectful language by older pupils that has a negative impact on other pupils.
11. Leaders of boarding ensure well-managed provision of care and supervision of pupils' physical and emotional needs, as well as their safety. Boarding staff are well trained. Effective processes are in place to support boarders' wellbeing.
12. Leaders are approachable and proactive. The open culture of leadership means that staff are not afraid to take risks or make mistakes. Staff know that they will be encouraged and supported by leaders. Leaders in Little Lockers (Reception to Year 2) utilise their expertise to work closely with parents and take necessary actions when needed, ensuring a secure foundation for the youngest pupils.
13. Governors think strategically and understand the school's priorities. Governors keep themselves well informed through regular visits to the school and hold leaders to account effectively. They question and challenge leaders about the decisions made and the impact of their work.
14. Subject leaders demonstrate a deep understanding of, and enthusiasm for, their subjects, consistently showing appropriate knowledge and skills across all year groups. They effectively align departmental development with the school's overarching vision and ethos, consistently evidencing progress in both pupil outcomes and departmental growth.
15. The school has in place a systematic approach to risk assessment with a clear sign-off procedure covering a range of on-site and off-site activities. Regular staff training is completed online, with records kept. Risk mitigation is evidenced through the assessment of potential harm and how it can be reduced.
16. The school provides the required information for parents and prospective parents on its website and in documentation, such as pupil progress and achievement reports, that are provided at least annually. The complaints procedure meets requirements. Leaders complete annual reviews of education, health and care plans (EHC plans) appropriately and provide the local authorities with all required information, including the use of funds.
17. Leaders have effective connections with external agencies. They support pupils and families when necessary. The school ensures the requirements of the Equality Act 2010 are met, by implementing a three-year accessibility plan that outlines access to the curriculum and the school's physical environment. The school also works closely with schools for female pupils on academic, social, debating and political clubs, as well as a gifted and talented programme and mixed sport activities.

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

18. The Standards are not met consistently for the effective implementation of the school's behaviour policy for pupils in lessons and whilst outside of lessons.

19. Not all the relevant Standards are met. A schedule of unmet Standards is included in the report.

Section 2: Quality of education, training and recreation

20. The curriculum takes into account the age and aptitudes of the pupils appropriately. Leaders ensure that planned sequences of topics and activities build upon pupils' prior learning. Staff supervise independent study for boarders and help them use this time in a focused manner. They provide practical guidance and support which allows boarders to maximise their learning during this time.
21. Leaders put appropriate support into place for pupils who speak English as an additional language (EAL). Leaders effectively identify the linguistic aptitudes and prior attainment of these pupils on entry to the school. They are provided with additional support in small groups or individually and this allows them to access the curriculum and make good progress.
22. Children achieve a good level of development in the early years. Staff across Reception create a purposeful environment where children enjoy learning through a range of well-chosen activities. They settle quickly into the Reception class and cooperate well. Teachers and learning support staff promote exploration, choice and language development. Children also develop their independence and are well prepared to make an effective transition into Year 1. Leaders ensure that the learning environment is well organised and enriching so that children can readily access learning resources. Staff use the outdoors well to reinforce pupils' learning. The assessment system accurately records pupils' achievements. This information is regularly communicated to parents, who can then support learning and play at home. Leaders encourage parents to share home learning with the school.
23. Reading is taught effectively. Teachers help pupils to understand the importance of reading for pleasure and to find out information. The teaching of letters and the sounds they represent in the early years continues into Year 1, with an appropriate balance between consolidating knowledge of sounds and applying this to reading. Teachers use a good range of children's literature to capture pupils' interest and to encourage a love of reading. They use this to encourage pupils to write 'as authors', capturing ideas and expressing them in writing. Pupils make accurate use of their increasing knowledge of grammar and vocabulary. Leaders encourage effective use of the library space by pupils.
24. Teachers use practical apparatus with younger pupils in mathematics before moving on to other ways of representing knowledge. Pupils gain a secure grounding in number work. Teachers build pupils' confidence through this early work in mathematics, enabling them to apply their skills to a range of problems. The same principles are used effectively in older year groups. Teachers ensure that pupils are given work that is challenging enough to require them to think critically. For example, a group of pupils with high prior attainment multiply fractions, a challenging task for them, while the teacher explains the process to the other members of the class.
25. Subject teachers, particularly in the core subjects of English, mathematics and science, and creative subjects such as art and drama ensure that older pupils think deeply. Many use probing, questioning, and activities designed to challenge pupils. Well-planned lessons enable pupils to explore and experiment with creative skills in Art to make good progress. Music is promoted through informal concerts that celebrate all levels of acquisition, from graded players to beginners. This approach promotes the self-esteem and confidence of pupils effectively.
26. Leaders have developed effective tracking systems that indicate how each pupil is achieving in all subjects. Leaders also monitor the progress of different groups of pupils within the school. Verbal

feedback is used effectively throughout the school and pupils have a clear understanding of their next steps. Written feedback is most effective in the core subjects because it provides pupils with guidance on what they have done well and what they need to improve.

27. Pupils who have special educational needs and/or disabilities (SEND) make good progress from their starting points. This is because their needs are rapidly identified, well-known, and they have effective support. Teachers and adults working with them have an evident knowledge of pupils' individual needs and what they need to learn.
28. There is a comprehensive programme of co-curricular activities. The appropriate range of activities offered promotes social development and enables pupils to accept responsibility. Pupils engage with a wide range of activities designed to offer something of interest to everyone. The weekend programme for boarders is carefully planned to provide age-appropriate, enjoyable and varied activities which the pupils contribute to choosing. Pupils participate in sports against co-educational schools and compete against mixed-gender teams in cricket, football, and tag rugby.

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

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

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

30. Leaders ensure that health and safety and the maintenance of the premises and accommodation fulfil the Standards to provide an appropriate physical environment for pupils. The school provides suitable accommodation to provide for pupils' medical, and therapy needs. Leaders have robust oversight of fire safety and associated procedures ensuring compliance with required regulations. Fire safety procedures are followed appropriately, including regular fire drills during the day and during boarding time. Leaders identify potential risks of harm and take appropriate action to reduce risks that are identified, as well as manage any accidents that occur.
31. Leaders do not have sufficient oversight with regards to pupils' behaviour within the school. A small number of staff implement the behaviour policy for older pupils inconsistently. Sanctions are applied in different ways to similar pupils or groups of pupils during lessons and outside of lessons. Staff do not always act appropriately in response to pupils' physical interactions with one another and unkind comments towards each other. Leaders are not sufficiently aware of pupils' behavioural culture and its impact on other pupils in the school.
32. Pupils are clear on the definition of bullying and can describe the school's process for dealing with such instances. Leaders' records of bullying show that it is taken seriously by staff, and appropriate action is taken, which involves restorative justice for the victim, the perpetrator, and their parents.
33. Pupils in all year groups receive an age appropriate personal, social, health and economic (PSHE) education and relationships and sex education (RSE). The PSHE programme is well structured and covers the appropriate breadth for each age group. Relationships education for younger pupils is effective. Younger pupils play well together and take responsibility to make sure that those who are on their own are drawn into friendship groups and included. Pupils keep a watchful eye on supporting classmates who may feel excluded by others. RSE for older pupils does not have sufficient impact on pupils' skills. Pupils do not always maintain mutually respectful and considerate relationships with one another. Consultation with parents about the content of RSE, is provided and arrangements for withdrawal made clear.
34. Leaders have introduced a weekly pupil wellbeing survey to identify patterns of wellbeing, prompting staff to intervene and support individuals. Senior pupils are trained as prefects, peer listeners and ambassadors to support pupils' wellbeing. Pupils develop their self-confidence in relation to their allocated areas of responsibility. They demonstrate moral awareness through the listeners' programme, which fosters an understanding of others' needs and promotes support for all.
35. Leaders ensure that pupils have a secure understanding of difference and protected characteristics such as marriage, civil partnerships and gender reassignment. Pupils are aware of British values and how these relate to the school's values. Pupils demonstrate an appreciation of the importance of world religions. They celebrate various religions during chapel with prayers from Islam, Judaism, and other religions. All year group pupils take turns to read in the chapel. In religious studies, philosophy and ethics lessons, pupils learn about moral conundrums and ethical issues which are debated healthily.

36. Staff supervision across the school and in boarding is effective. Pupils, including boarders, are confident in who to turn to if they need help. Boarders are known and understood well by staff who work with them.
37. Pupils are encouraged to develop personal responsibility within boarding. They have opportunities to have their voices heard. Pupils contribute to the ethos of the school's boarding culture, creating a supportive and homely atmosphere. Leaders ensure that boarders can communicate regularly with their homes through digital devices while minimising the use of smartphones. Boarders contribute their views to the House activities programme both during the week and at weekends, with badminton being introduced by popular request.
38. Leaders ensure that pupils experience a well-planned physical education curriculum. Pupils have access to sports activities throughout the week. Lessons are well sequenced and pupils develop their skills effectively. Their progress is regularly recorded and assessed with additional support provided when required. Pupils maintain their health through daily exercise and participation in a wide range of sports activities. These include rugby, cricket, badminton, and athletics. Pupils have a wider range of opportunities to participate in games and are becoming fitter as a result.
39. Admissions are reviewed annually, and attendance registers are checked twice daily. The attendance policy is available on the school's website and adheres to statutory guidance. The school's attendance champion successfully promotes high levels of attendance. Contact with local authorities occurs as required whenever a pupil joins or leaves the school at non-standard times of transition.

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

40. The Standards are not met consistently for the effective implementation of the school's behaviour policy for pupils in lessons and whilst outside of lessons. Leaders do not ensure that teachers consistently implement the school's behaviour policy for the same pupils or groups of older pupils.
- 41. Not all the relevant Standards are met. A schedule of unmet Standards is included in the report.**

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

42. Leaders in the early years promote children's understanding of the community and encourage children to develop a sense of belonging. Staff use activities to celebrate diversity, promote equality, and foster positive relationships with others. The school's learner profile is prominently displayed, and children enjoy choosing one of the six learner profile bears to support imaginative storytelling and writing. Children role-play the behaviours associated with the chosen bear, helping them develop a secure understanding of the positive traits they are aspiring to.
43. Older pupils collaborate to achieve common goals, either within year groups or in specific activities. The careers programme involves a careers fair for pupils in Years 7 and 8. Parents are actively engaged alongside their children. This provides pupils with a range of different jobs and career pathways to consider.
44. Pupils across the school have a secure understanding of social and cultural issues. They learn about different cultures and have many opportunities to discuss their ideas and questions. Leaders encourage pupils to value the opportunity to build friendships across the school community. Pupils' different cultural backgrounds are celebrated through arts and cross-curricular themed terms.
45. Pupils know the difference between right and wrong. The school promotes an understanding of behavioural expectations through the use of class rewards, which are shared with parents to support pupils' social and emotional learning. Teachers use sanctions and rewards to generate discussions during tutor time. The student listener and prefect programmes illustrate how pupils can participate in leadership roles. They are trained in listening techniques and willingly take responsibility for supporting and providing guidance to pupils. Pupils across the school respect the leadership of student listeners and prefects. They serve as positive role models for younger pupils and their classmates, who look up to them. Pupils willingly take on these responsibilities. They share their views and contribute their ideas positively to help to improve the school.
46. Pupils learn about race, sexual orientation, religion and beliefs in PSHE lessons. They are taught to value the contributions of one another and the key values of democracy and honesty. This actively promotes a secure understanding of fundamental British values. The school's set (house) system, alongside lessons and activities, enables pupils to be reflective and supportive members of a group.
47. Many pupils participate in Model United Nations debates. This supports pupils' knowledge of institutions, a balanced perspective of political issues, international law and other cultures. Local community engagement is evidenced through fundraising initiatives for Dens Homelessness charity.
48. Pupils learn about economic education through a range of activities. This enables pupils to appreciate the necessity of budgeting as part of their economic awareness development. Leaders focus on developing pupils' understanding of money management, including how to manage bills, eat healthily on a budget, and improve overall wellbeing while also learning how to face challenges.

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

49. All the relevant Standards are met.

Safeguarding

50. Keeping pupils, including boarders, safe is at the core of the school's work and values. The safeguarding policy is available on the website, meets the requirements, and is implemented effectively. Staff receive high quality training and are kept up to date on all aspects of safeguarding, including the 'Prevent' duty and the dangers of radicalisation and extremism. New staff receive additional safeguarding information and support during their induction. Staff are aware of the procedures to follow if they have a concern about a child's welfare or safety. They are also mindful of low-level concerns related to the behaviour of adults.
51. Leaders ensure that staff use an electronic system that stores all relevant information confidentially and enables staff to record concerns and meeting minutes. Leaders maintain close oversight of safeguarding concerns and respond swiftly and diligently when they arise. Safeguarding records are robust and well documented.
52. Governors are rigorous in ensuring that all relevant checks are made when recruiting staff. The register for recording checks on all adults who work in the school is complete, up to date, and ensures that all necessary checks are in place before staff start work at the school. Leaders ensure that risk assessments are conducted when staff without DBS checks are present and suitable arrangements are in place.
53. Awareness of contextual safeguarding is evident, particularly in the boarding house. Time and space for pupils to have some privacy is well organised. There are frequent surveys and updates about safety protocols. The school operates comprehensive systems to ensure the safeguarding of pupils within the boarding context. Parents of pupils from overseas appoint guardians who are well known by the boarding staff.
54. Leaders ensure that effective filtering and monitoring is in place. Pupils are knowledgeable about how to keep safe when using computers and the internet. Leaders ensure that an effective programme is in place to develop pupils' resilience when working online. Alerts are filtered by the safeguarding team and assessed based on need and timeliness, demonstrating an efficient triage process.
55. The availability of the school's independent listener is known to boarders and their role is understood. Boarders' use of mobile phones is well monitored and specific times are allocated when they can be used.

The extent to which the school meets Standards relating to safeguarding

56. All the relevant Standards are met.

Schedule of unmet Standards

Section 1: Leadership and management, and governance

The following standards in this section of the Framework are not met.

Paragraph number	Standard
ISSR Part 8, paragraph 34(1)	The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school –
34(1)(a)	demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently
34(1)(b)	fulfil their responsibilities effectively so that the independent school standards are met consistently; and
34(1)(c)	actively promote the wellbeing of pupils.
NMS 2.1	The school's governing body and/or proprietor monitors the effectiveness of the leadership, management and delivery of the boarding and welfare provision in the school and takes appropriate action where necessary.
NMS 2.4	The school's leadership and management fulfil their responsibilities consistently and effectively so that the standards are met.
NMS 2.5	The school's leadership and management and governance actively promote the wellbeing of pupils.

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

The following Standards in this section of the Framework are not met.

Paragraph number	Standard
ISSR Part 3, paragraph 8	Where section 87(1) of the 1989 Act applies in relation to a school the standard in this paragraph is met if the proprietor ensures that—
8(b)	such arrangements have regard to the National Minimum Standards for Boarding Schools
ISSR Part 3, paragraph 9	The standard in this paragraph is met if the proprietor promotes good behaviour amongst pupils by ensuring that—
9(b)	the policy is implemented effectively
NMS 15.1	<p>The school has and consistently implements a written policy to promote good behaviour amongst pupils, including boarders. The school's approach to behaviour is easily apparent to anyone joining or visiting the school and is evident in the actions and messages from all staff and pupils, including boarders. The school behaviour policy includes detail on:</p> <ul style="list-style-type: none"> the underlying objective to create a safe environment in which all pupils, including boarders, can learn and reach their full potential and to reflect the values and ethos of the school; the role of designated staff in maintaining consistent behaviour expectations, including the responsibilities of school leaders, any resources allocated, and the involvement of governors or trustees; the behaviour expected of pupils (including boarders), including treating

	others with dignity, kindness and respect, and the measures to promote positive behaviour, including positive reinforcement and reward and consequence systems.
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School details

School	Lockers Park School
Department for Education number	919/6024
Registered charity number	311061
Address	Lockers Park School Lockers Park Lane Hemel Hempstead Herts HP1 1TL
Phone number	01442 251712
Email address	secretary@lockerspark.herts.sch.uk
Website	www.lockerspark.co.uk
Proprietor	Lockers Park School Trust Limited
Chair	Mr Christopher Lister
Headteacher	Mr Gavin Taylor
Age range	5 to 14
Number of pupils	189
Number of boarding pupils	78
Date of previous inspection	15 to 17 June 2022

Information about the school

57. Lockers Park School is an independent day and boarding school for male pupils. It was founded in 1874 on its present site in Hemel Hempstead. A board of governors governs the school.
58. In addition to full boarding, the school also offers pupils the opportunity to board on a weekly or occasional basis. Boarders are accommodated in dormitories on the upper two floors of the main school building.
59. The school has identified 46 pupils as having special educational needs and/or disabilities (SEND). A very small proportion of pupils in the school have an education, health and care plan (EHC plan).
60. The school has identified English as an additional language for 62 pupils.
61. The school states its aims are to enable pupils to achieve academic excellence and provide individual bespoke care and abundant opportunity for them. It seeks to develop within its pupils enduring values of respect, honesty and a curiosity to learn. It strives to create happy, creative moral citizens who become resilient critical thinkers with a desire to succeed in life.

Inspection details

Inspection dates

10 to 12 June 2025

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

62. 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 a representative of the 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.

63. 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

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

For more information, please visit isi.net