



**ISI** Independent  
Schools  
Inspectorate

**Focused Compliance and Educational Quality Inspection Reports**

**Quinton Hall School**

**February 2020**



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## School's Details

<b>School</b>	Quainton Hall School			
<b>DfE number</b>	310/6004			
<b>Registered charity number</b>	312638			
<b>Address</b>	Quainton Hall School 91 Hindes Road Harrow Middlesex HA1 1RX			
<b>Telephone number</b>	020 8861 8861			
<b>Email address</b>	admin@quaintonhall.org.uk			
<b>Headmaster</b>	Mr Simon Ford			
<b>Chair of governors</b>	The Revd Vanessa Baron			
<b>Age range</b>	2 to 13			
<b>Number of pupils on roll</b>	232			
	<b>EYFS</b>	40	<b>Pre-prep</b>	54
	<b>Prep</b>	138		
<b>Inspection dates</b>	11 to 13 February 2020			

## 1. Background Information

### About the school

- 1.1 Quinton Hall is an independent co-educational day school for pupils aged two and a half to thirteen years. The school was founded in 1897 by Agnes Eyden who believed that boys and girls should receive an academic education set within a broad curriculum. It is a charitable trust, administered by a board of governors. Since 1945 the school has been owned by an Anglican foundation, The Shrine of Our Lady of Walsingham whose directors oversee the school's performance.
- 1.2 The school comprises three sections: the Early Years Foundation Stage (EYFS), for pupils aged two and a half to five years; the pre-prep, for pupils aged five to seven years and the prep, for pupils aged seven to thirteen years. Girls transfer to senior schools at the end of Year 6 and the majority of the boys transfer at the end of Year 8.

### What the school seeks to do

- 1.3 The school has a Christian ethos and aims to deliver a broad and inclusive education, firmly centred on the core values of respect, integrity, determination and humility where cultural diversity is acknowledged and valued. The school seeks to offer excellent pastoral care and to prepare pupils for life beyond the classroom.

### About the pupils

- 1.4 Pupils come from a range of professional backgrounds, mostly from Asian families living in the north west of London. Data provided by the school indicate that the ability of the pupils is above average compared to those taking the same tests nationally. The school has identified 25 pupils as having special education needs and/or disabilities (SEND), which include dyslexia, dyspraxia and other conditions. One pupil has an educational, health and care (EHC) plan. English is an additional language (EAL) for 53 pupils, whose needs are supported by their class teachers. Pupils who have been identified as being more able in the school's population are given extension work in lessons and offered additional programmes of study. Pupils talented in art, physical education and games, music and drama are offered additional sessions and individual tuition.

## 2. Regulatory Compliance Inspection

### Preface

The registration authority for independent schools is the Department for Education (DfE), which directs inspection according to a specified frequency or at any time where the DfE has particular concerns about a school. The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and reporting on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Accordingly, inspection records whether the school meets each of these standards, which are arranged in eight Parts, each of which is divided into separate paragraphs. The inspection of schools that have early years settings not requiring registration similarly records whether the school complies with key provisions of the Early Years Foundation Stage statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, the inspection reports on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. It comments on the progress made by the school in meeting the compliance action points set out in the school's most recent statutory inspection.

All association independent schools will have an inspection within three years from April 2016, in accordance with the Framework and DfE requirements. The inspection may be of COMPLIANCE ONLY or a combined inspection of EDUCATIONAL QUALITY AND COMPLIANCE depending on a number of factors, including findings from their most recent inspection. Schools judged not to meet the standards may also be subject to a progress monitoring visit before their next routine inspection. The progress monitoring visit will judge whether the school has taken the necessary action to meet any un-met standards identified at their previous inspection.

The inspection was also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

**This is a FOCUSED COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY, the report of which appears later in this document. The COMPLIANCE inspection reports only on the school's compliance with the standards.** The standards represent minimum requirements and judgements are given either as **met** or as **not met**. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report and the school is required to take the actions specified. In this focused compliance inspection, key regulations and standards have been inspected in detail. These are the regulations on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety, arrangements to check the suitability of staff; the provision of information to parents; the handling of parents' complaints; and other related aspects of leadership and management. The remaining standards and requirements are deemed to continue to be met unless evidence to the contrary has been found.

Inspections do not include matters that are outside of the regulatory framework described above, such as: an exhaustive health and safety audit; compliance with data protection requirements; an in-depth examination of the structural condition of the school, its services or other physical features; contractual arrangements with parents; an investigation of the financial viability of the school or its accounting procedures.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be referred to specifically in published reports in this document but will have been considered by the team in reaching its judgements.

Links to the full regulations and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#), [Early Years Foundation Stage Statutory Framework](#).

## Key findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, and relevant requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements and no further action is required as a result of this inspection.**

### **PART 1 – Quality of education provided**

- 2.1 The school uses its own framework to determine attainment, instead of the national framework.
- 2.2 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.4 The standards relating to the quality of education [paragraphs 1–4] are met.**

### **PART 2 – Spiritual, moral, social and cultural development of pupils**

- 2.5 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens.
- 2.6 The standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.**

### **PART 3 – Welfare, health and safety of pupils**

- 2.7 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.8 The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, and the ban on corporal punishment under section 548 of the Education Act 1996 are met.**

### **PART 4 – Suitability of staff, supply staff, and proprietors**

- 2.9 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required.
- 2.10 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] are met.**

### **PART 5 – Premises of and accommodation at schools**

- 2.11 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play.
- 2.12 The standards relating to the premises and accommodation [paragraphs 22–31] are met.**

## **PART 6 – Provision of information**

2.13 A range of information is variously published, provided or made available to parents, inspectors and the Department for Education. This includes details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for any with education, health and care plans or English as an additional language. It also includes particulars of the school's academic performance during the preceding school year, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website.

**2.14 The standard relating to the provision of information [paragraph 32] is met.**

## **PART 7 – Manner in which complaints are handled**

2.15 Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful.

**2.16 The standard relating to the handling of complaints [paragraph 33] is met.**

## **PART 8 – Quality of leadership in and management of schools**

2.17 The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met, and they actively promote the well-being of the pupils.

**2.18 The standard relating to leadership and management of the school [paragraph 34] is met.**

### 3 Educational Quality Inspection

#### Preface

**The EDUCATIONAL QUALITY inspection reports on the quality of the school's work.** It focuses on the two key outcomes:

- The achievement of the pupils, including their academic development, and
- The personal development of the pupils.

Since the school was last inspected, the framework for inspection has changed. The current inspection framework uses different criteria and arrangements for grading from those used in previous inspection frameworks. The judgements made on this inspection are, therefore, not directly comparable to judgements made on previous inspections.

All independent schools are required to meet the requirements of the Independent School Standards. However, different inspectorates apply different frameworks that are suited to the different types of schools they inspect. The ISI terminology reflects quality judgements that are at least equivalent to those used by the national inspectorate, Ofsted. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement about key outcomes for pupils and information on the quality of the school's work.

**The headline judgements must include one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory'.**

Where necessary, National Curriculum nomenclature is used to refer to year groups in the school.



## Key findings

- 3.1 The quality of the pupils' academic and other achievements is excellent.
- Pupils' attitudes to work are extremely positive.
  - Pupils' attainment is excellent and they make outstanding progress across the school.
  - Pupils' communication skills are of the highest quality.
  - Pupils' study skills are excellent and they are able to make links between subjects with ease.
- 3.2 The quality of the pupils' personal development is excellent.
- Pupils' attitudes to diversity and their understanding of, and respect for, different cultures are outstanding.
  - Pupils display excellent resilience in all aspects of their learning.
  - Pupils display a high level of maturity in making decisions which affect their future.
  - Pupils have an excellent ability to judge what is right and wrong and act accordingly.

## Recommendations

- 3.3 In the context of the excellent outcomes, the school might wish to consider the following improvement:
- Strengthen pupils' application of information and communication technology (ICT) across the curriculum.

## The quality of the pupils' academic and other achievements

- 3.4 The quality of the pupils' academic and other achievements is excellent.
- 3.5 The overall attainment of the pupils is excellent. Most pupils attain higher than average scores in standardised tests and the school's tracking shows that all pupils make very good progress over time. Extremely well-planned targeted support, which is reviewed regularly in pupil progress meetings, ensure that SEND and EAL pupils make excellent progress each year. Much work has been done since the last inspection to strengthen the use of assessment data and its use to improve pupils' learning. More able pupils are effectively challenged in lessons and attend academic workshops when given the opportunity in extra-curricular clubs and activities. Evidence from pupils' work show that excellent progress is made in all areas of the curriculum, particularly in the EYFS where children benefit from an impressive system for tracking their progress. Observation of their performance in lessons confirms that pupils make excellent progress in the classroom. Most pupils are successful in gaining entry into their first-choice schools, many of which are extremely academically selective.
- 3.6 Pupils show excellent subject knowledge, understanding and skills across all areas of the curriculum facilitated by very good teacher knowledge and planning. The breadth of their knowledge in subjects is enhanced by cross-curricular links. For example, an upper-prep school mathematics lesson combined using standard form in numbers, a way of writing down very large or very small numbers easily, with the introduction of their names which was then followed up in an English lesson. New subject skills, such as map work in geography, are quickly assimilated by pupils. The collection of different documents collated by EYFS teachers, which provide a picture of a child's development, clearly illustrated that children acquire new skills and expand their subject knowledge. During discussions with inspectors, pupils showed excellent understanding of issues affecting the modern world. They were able to debate intelligently on the effects of global warming and the issues which had been introduced to them in personal, social and health education (PSHE) lessons.

- 3.7 Pupils' communication skills are excellent. When in group or whole class settings they are articulate and speak confidently. They listen attentively to staff, visitors and their peers and particularly enjoy debating with adults, where they show maturity in their arguments and are able to back up their views with examples from world news. In French lessons they display confidence and are prepared to experiment with phrasing, even if their first attempt is not perfect. Pupils observed by inspectors read confidently and with a clear understanding of the content. They are able to write fluently for a variety of purposes. These skills were evident across all areas of the curriculum.
- 3.8 Pupils' knowledge and skills in numeracy are high and they are able to make pertinent links between subjects. In an upper-prep school ICT lesson, knowledge of different calculations allowed pupils to quickly master particular formulae when using a spreadsheet. During a lower school geography lesson previous knowledge of Venn diagrams helped pupils to compare different topographical terms. Lower-prep school pupils were able to use coins of varying values in an activity which involved shopping for their produce and then discussing the reasons they had chosen that particular combination. Pupils enjoy using their knowledge and skills in various inter-school competitions and also relish joining with their peers in mathematical puzzle quizzes within the school.
- 3.9 Pupils' abilities in ICT are good and they work confidently on tasks in a number of subjects. When given the opportunity to do so, they are able to apply these skills confidently to other areas. However, the use of ICT is not yet consistent across the curriculum. Reception children were able to design their own dinosaurs on a tablet computer and used a software programme to show their understanding of right and left. In English, upper-prep pupils were able to edit and write stories and poems, and are increasingly using it in a collaborative way to create joint projects. In drama productions, performers use digital video to provide quick feedback during rehearsals and this accelerates their knowledge of stage movement.
- 3.10 Pupils' study skills are excellent. They concentrate extremely well in their lessons and, in the upper-prep school, use previous research to ask increasingly sophisticated questions. They are able to choose appropriate resources, process information and use it effectively to complete a task. This was evident across all year groups, particularly when pupils had been set project tasks which allowed them to demonstrate their cross-curricular knowledge. In an upper-prep school design and technology lesson, pupils were able to accurately analyse mechanical puzzles which helped them put forward ideas on how to use different size cogs in a simple model to illustrate gearing. Reception children, meanwhile, were able to analyse clues left by a dinosaur character before making conclusions about why she had been in their classroom.
- 3.11 Pupils' achievements outside of the classroom are high. They achieve a variety of exhibitions and scholarships to senior schools and are successful in many external competitions linked to their academic subjects. The facilities on the school site allow the school to provide a varied extra-curricular programme in which the majority of pupils are active. Many pupils either learn to swim or improve their aquatic skills at the school. There is the opportunity for pupils to take graded music exams and the choir participates in both internal and external events. Pupils thoroughly enjoy the opportunity to take part in drama productions and individual cultural dance performances. Artwork is celebrated within the school and pupils' work has been exhibited at national art school exhibitions and has received commendations.
- 3.12 Pupils' attitudes to work are outstanding. They are extremely focused and show a very high desire to achieve in whatever activity in which they are involved. Pupils are reflective and want to take the opportunity to improve their performance in the classroom or beyond. They have an excellent level of resilience in their learning. When working independently they are keen to achieve the lesson's aims without help, but they also co-operate happily when working in small groups. This was evident across all age-groups and subject areas. For example, upper-prep school pupils worked in mixed-ability pairs to solve mathematical problems, while in an English class lower-prep school pupils enthusiastically discussed ideas on how to develop their story with those sitting next to them.

## The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 All pupils show an excellent level of self-knowledge. In discussions with inspectors, they were keen and able to comment on the areas on which they wanted to develop. For example, pupils who felt they needed more practice in spelling volunteered to attend additional lessons during the lunch break. In all age-groups pupils are unfailingly polite, courteous and pleasantly confident. Their attitude to learning is enhanced by a strong degree of resilience; their first action on encountering a problem is to try to work it out for themselves rather than ask. Pupils understand the need for, and value the greater emphasis on independent learning they experience as they move up the school. They are strongly focused on improving their own skills, whether in the classroom or elsewhere, such as the games pitch. For example, a group of senior prep pupils adapted the rules of hockey to enable players to develop skills more quickly.
- 3.15 Pupils clearly understand that the decisions they make will make a difference to them in the future and are happy to choose more challenging options if they think it will enable them to make quicker progress. For example, many pupils choose to attend clubs and activities centred around problem-solving or academic extension knowing that being exposed to a higher level of difficulty will better prepare them for future challenges in a competitive and academically-selective senior school. Children learn from their experiences in the EYFS that working together can be both more productive and more enjoyable than working alone. Many pupils decide to take part in extra-curricular activities because they see the value in learning to work with others whether this be in a choir or a cultural dance troupe.
- 3.16 The diverse cultural and religious nature of the school ensures that exposure to spirituality comes in different forms from many faiths. All pupils respect others' faiths and consequently are keen to hear and learn about their peers' views on spirituality. Pupils of all faiths attend services in the school's chapel where spirituality is at the heart of what is delivered. Pupils' thoughtful approach emerges over time, partly because of an excellent PSHE curriculum which pupils both enjoy and value, but also because of the caring leadership provided by more senior pupils. Pupils appreciate that the best qualities in life are not achieved easily and that they must be developed. There is a pride inherent in the pupils of helping others to become the best they can be.
- 3.17 Pupils have a very good ability to judge what is right and wrong and act accordingly. Older pupils act as good role models for younger members of the school. They know the benefits of living in a democracy and the importance of good rules and laws. In conversation with inspectors, pupils readily accepted the need for the school to have set of rules, but spoke not of sanctions but rather the pride they had in receiving awards for doing something positive. Pupils are kind to one another and are pleased when they are able to help. Upper-prep pupils spoke of the pleasure they gained from assisting members of staff. This was evident during the inspection and fully supported by the results from the pre-inspection questionnaire.
- 3.18 Pupils social skills are excellent. Although many pupils are highly self-motivated, they nevertheless want to achieve common goals. Pupils problem-solve together and come-up with ideas which have been discussed and debated before being decided. Elected representatives from each form meet regularly with senior members of staff to present the views of their peers. Older pupils allow younger pupils to have a voice and will work with them when presenting these views to members of staff. In an art lesson, pupils working on shading, corrected and advised each other in order that all reached the learning objective. Pupils' social skills are of a high quality because leaders and governors have high expectations and have worked hard to ensure that these are embedded.
- 3.19 Pupils at the school enjoy responsibility and have many opportunities to develop the skill of managing others. The older pupils have guidance roles, such as looking after the lunch queue or regulating entry into a service in the chapel. They complete these tasks well ensuring that no adult supervision is required. Roles such as form monitor, house captain and prefect allow pupils to represent their peers in meetings and know that they can make a difference, and that what they suggest may be

implemented by the management of the school. For example, pupils wanted Brussels sprouts to be reintroduced at lunchtimes and mentioned this at school council, with the result that sprouts are now back on the menu. These opportunities are positively encouraged by the school's leadership. Pupils are also involved in the community when choirs perform at various local venues. They are involved in raising funds for local and national charities. For example, following a request from a form representative, money is raised for charity by selling fruit at break times.

- 3.20 The school's aim that respect is shown for different cultures is extremely important to pupils and they value the diversity within their school. Celebrations of the festivals of different cultures at the school are shared and enjoyed by all. The recent international supper where parents brought in food from their culture to share with all was a great example of unity being shown by the adults of the school community as well as the pupils. Pupils show great sensitivity to peers from different religions, and support and understanding come first rather than distrust. In the pre-inspection questionnaire pupils, parents and staff were unanimous in recognising that all members of the school community are committed to showing respect to others.
- 3.21 Pupils are mature in their understanding of the modern dangers in society, which is enhanced by the talks on e-safety from external speakers, organised by the school. They discuss issues within the PSHE programme and are guided well by knowledgeable teachers. The catering at the school received many complements from pupils in questionnaire comments and they recognise that menus are developed not just for taste but for nutritional value. Physical education lessons and games sessions are important to pupils because they know that developing a physically active lifestyle now will benefit them in the future. Pupils value being able to use the school's swimming pool and, whilst they look forward to competitions, understand that learning a potentially life-saving skill is the main target. They are aware of the dangers of stress and pressure, and of the importance of good mental health.

## 4 Inspection Evidence

- 4.1 The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff and with the chair of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings and chapel. Inspectors visited the facilities for the youngest pupils, together with the learning support and educational resource areas. The responses of parents, staff and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

### Inspectors

Mr Gregg Davies	Reporting inspector
Mr Richard White	Compliance team inspector (Bursar, IAPS school)
Mrs Susan Wade	Team inspector (Deputy head, IAPS school)