



**ISI** Independent  
Schools  
Inspectorate

**Regulatory Compliance Inspection Report  
For Schools with Residential Provision**

**Heathfield School**

**June 2022**

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### School's Details

<b>School</b>	Heathfield School			
<b>DfE number</b>	867/6000			
<b>Registered charity number</b>	309086			
<b>Address</b>	Heathfield School London Road Ascot Berkshire SL5 8BQ			
<b>Telephone number</b>	01344 898343			
<b>Email address</b>	administration@heathfieldschool.net			
<b>Headmistress</b>	Ms Sarah Wilson			
<b>Chair of governors</b>	Mr Tom Cross Brown			
<b>Age range</b>	11 to 18			
<b>Number of pupils on roll</b>	225			
	<b>Day pupils</b>	84	<b>Boarders</b>	141
	<b>Seniors</b>	184	<b>Sixth Form</b>	41
<b>Inspection dates</b>	8 to 10 June 2022			

## 1. Background Information

### About the school

- 1.1 Heathfield School is an independent day and boarding school for female pupils situated in Ascot. It was founded in 1899 as a boarding school. The school is a company limited by guarantee, overseen by a board of governors. Since the previous inspection, the school has appointed a new Headmistress. There are four boarding houses situated on campus, each of which caters for pupils of different age ranges.
- 1.2 The current headmistress took up her position in January 2021.
- 1.3 The inspection took into account the circumstances faced by schools during the COVID-19 pandemic and the restrictions imposed by government guidance at various points of the pandemic.

### What the school seeks to do

- 1.4 The school aims to discover and develop every pupil's unique talents to enable them to excel. It aims to foster in each pupil the confidence and self-belief to go beyond preconceived abilities academically, physically and spiritually. The school strives to encourage authenticity, self-awareness and a desire to embrace uniqueness and spirit. It endeavours to instil compassion, empathy, understanding and lifelong friendship, building respect for self and others whilst developing good habits for life: work ethic, self-discipline, resilience, independence, integrity and courage. It strives to help pupils stand up, stand out, live life to its fullest.

### About the pupils

- 1.5 Pupils come from a range of professional backgrounds. Nationally standardised test data indicate that the ability of senior and sixth form pupils is broadly average compared to those taking the same tests nationally. The school has identified 64 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia and dyspraxia, of whom 32 receive additional specialist support. No pupils have an education, health and care (EHC) plan. English is an additional language (EAL) for 24 pupils, of whom 21 receive additional support for their English. The school has identified 19 pupils as most able and the curriculum is modified for them.

## 2. Regulatory Compliance Inspection

### Preface

The Independent Schools Inspectorate (ISI) is approved by the Secretary of State to inspect schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and report on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014, including the National Minimum Standards for Boarding ('boarding NMS'), where applicable. Additionally, inspections report 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. Inspections also comment on the progress made to meet any compliance action points set out in the school's most recent statutory inspection.

ISI inspections are also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

**This is a COMPLIANCE ONLY inspection and as such reports only on the school's compliance with the standards, including the boarding NMS.** 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 and the school is required to take the actions specified.

Additionally, this visit serves as a material change visit to assess the school's proposal to increase the maximum number of pupils to 300 without increasing the maximum number of pupils who board.

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 standards and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#), [National Minimum Standards for Boarding Schools](#).

## Key findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, the National Minimum Standards for Boarding Schools 2015, and associated requirements, and no further action is required as a result of this inspection.**

### PART 1 – Quality of education provided

- 2.2 The school's GCSE and A-level results in the years 2018 to 2021 confirm that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 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 Pupils receive relationships and sex education, except in so far as they are lawfully excused. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.
- 2.5 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

- 2.6 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens. Boarders' views are actively encouraged, and their opinions and concerns are appropriately considered by staff. Any prefect system operating in the school is suitably managed.
- 2.7 The standard relating to spiritual, moral, social and cultural development [paragraph 5] and NMS 17 and 19 are met.**

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

- 2.8 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.
- 2.9 An appropriate induction process for pupils new to boarding is implemented, and suitable provision is made for boarders' medical and health care, their food and drink and for managing boarders' laundry and possessions. Boarders have suitable contact with friends and family and access to a programme of activities. Boarding staff are appropriately trained and deployed.
- 2.10 The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, the ban on corporal punishment under section 548 of the Education Act 1996, and NMS 2–4, 6–12, 15 and 16 are met.**

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

- 2.11 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required. Visitors to boarding accommodation are appropriately supervised and the school's arrangements for guardianship are suitably managed.

**2.12 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] and NMS 14 are met.**

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

2.13 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. Boarding accommodation is adequate for the needs of all boarders, and safeguards and promotes their welfare.

**2.14 The standards relating to the premises and accommodation [paragraphs 22–31] and NMS 5 are met.**

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

2.15 A range of information is 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. A suitable statement of boarding principles and practice is published by the school.

**2.16 The standard relating to the provision of information [paragraph 32] and NMS 1 are met.**

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

2.17 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, and identifying those relating to the boarding provision.

**2.18 The standard relating to the handling of complaints [paragraph 33] and NMS 18 are met.**

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

2.19 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. Appropriate leadership and management of boarding ensure that the required policies and records are maintained and effectively monitored.

**2.20 The standard relating to leadership and management of the school [paragraph 34] and NMS 13 are met.**

### **3. Recommendation with regard to material change request**

#### **Summary of findings**

- 3.1 The safeguarding team and number of trained first aiders are sufficient in number to cater for the needs of 300 pupils.
- 3.2 The newly built sixth form centre is planned to be completed and in use for the start of the Autumn term of 2022. During the inspection the building was nearly completed and in process leading up to final handover from the contractors. A tour of the facility and view of relevant documentation, indicates that it is likely that standards of health and safety and fire safety are likely to continue to be met when pupil numbers increase.
- 3.3 Plans seen for proposed changes to school facilities and increases in staffing indicate that sufficient attention has been given to planning for the appropriate supervision of an increased numbers of pupils of different ages. This makes it likely that the standards relating to supervision will continue to be met when pupil numbers increase.
- 3.4 The school has assessed risks associated with increasing the number of pupils so that it is likely that the standards relating to risk assessment will continue to be met when such an increase occurs.
- 3.5 The newly built sixth form centre, together with plans for adaptations to the current school building, once the sixth form centre is in occupation, indicate that sufficient and suitable toilet and changing facilities, classrooms and recreational space for the proposed increased number of pupils are likely to be provided. The standards relating to premises and accommodation are likely to continue to be met once pupil numbers increase.
- 3.6 The proprietor, leaders and managers have planned suitably for the proposed increase in pupil numbers. The standards relating to leadership and management are likely to continue to be met once the proposed material change takes place.

#### **Recommendation**

- 3.7 It is recommended that the school's proposal to increase school capacity to 300, without increasing the maximum number of pupils who board, be approved.



## 4. Inspection Evidence

- 4.1 The inspectors observed lessons, had discussions with pupils and examined samples of pupils' work. They held discussions with members of staff and with a group of governors, and attended house meetings and chapel. Inspectors visited boarding houses and the learning support and educational resource areas. Inspectors considered the responses of parents, staff and pupils to pre-inspection questionnaires. The inspectors examined curriculum and other documentation made available by the school.

### Inspectors

Mrs Vivien Sergeant	Reporting inspector
Mrs Becky Hayes	Compliance team inspector (Deputy head, ISA school)
Ms Lucy Matthews	Team inspector for boarding (Deputy head, HMC school)