

School inspection report

19 to 21 March 2024

Hornsby House School

Hearnville Road

London

SW12 8RS

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 implement policies which ensure that pupils receive a broad, balanced education and are treated fairly. Well-trained staff take appropriate account of the academic, emotional and physical needs of the pupils. As a result, they feel safe and supported. Governors visit the school regularly and provide appropriate support and challenge to ensure that the school promotes the wellbeing of pupils.
2. Appropriate procedures are in place to identify and support pupils who have special educational needs and/or disabilities (SEND) or who speak English as an additional language (EAL). They make good progress as a result of effective teaching and appropriate support from teaching assistants.
3. The inclusive sports programme and wide range of extra-curricular activities enable pupils to develop their physical skills and collaborate with their peers. They also support pupils to exercise leadership and learn how to maintain good physical and emotional health.
4. Effective teaching enables pupils to acquire knowledge and skills in a wide range of subjects and activities. It stimulates interest and excitement so that pupils develop positive attitudes and a strong desire to learn. Careful assessment and marking of pupils' work help pupils understand how to improve their work.
5. However, there is inconsistency in the quality of some teaching which is less well-planned and lacks clarity. Where this is the case, pupils make slower progress.
6. Effective personal, social, health and economic education (PSHE) encourages mutual respect and celebration of individual differences. There are many opportunities for discussions with trusted adults, which help pupils develop self-confidence and build self-esteem. Effective relationships and health education supports pupils in building positive social connections.
7. Leaders ensure that the school site is safe and secure. Risk management is effective. Pupils are supervised appropriately and feel secure in school.
8. Rewards and sanctions are administered consistently and fairly, resulting in positive behaviour throughout the school. Bullying and discriminatory behaviour of any kind are seen as unacceptable. Leaders are effective in encouraging pupils to take responsibility for their own behaviour.
9. Leaders promote a culture which values diversity and enables pupils to develop an understanding of democracy. Pupils learn about fundamental British values through the PSHE programme and assemblies.
10. Pupils develop their understanding of economics through well-planned teaching and extra-curricular activities. They contribute to their community through participation in local activities.
11. Appropriate arrangements are made to safeguard and promote pupils' wellbeing. Staff receive the required training and respond effectively to concerns about pupils' safety and wellbeing. All those who work with children have been properly checked during the recruitment process.

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:

- develop the quality of education further by ensuring that teaching is consistently well planned and delivered effectively so that all pupils make consistently good progress in all subjects and across all year groups.

Section 1: Leadership and management, and governance

12. Leaders provide a clear vision based on the school's aims and its mantra of 'head, heart and spirit'. Initiatives such as 'heart week', with a focus on courtesy, good manners, sharing and being kind, ensure that these values permeate all aspects of school life. The school provides an inclusive, safe and nurturing environment in which pupils are confident and openly share their enjoyment and love of the school.
13. Governors challenge and support leaders well. They hold regular meetings, meet with pupils, staff, and see how policies are put into practice. The chair of governors attends an annual meeting at which parents can question her directly about the management of the school. As a result, governors develop a better understanding of school life.
14. Leaders have suitable knowledge and skills and manage the school effectively. A suitable curriculum is in place, supported by appropriate planning, schemes of work and a programme of activities which give pupils a broad, balanced education. Parents receive reports with detailed information about their children's progress and setting out the next steps in learning.
15. Leaders ensure pupils' good conduct is recognised and behaviour is managed consistently. As a result, pupils feel secure and fairly treated. Provision at school meets the requirements of equality legislation and, as result, discrimination is not tolerated.
16. School premises are secure and well kept. Health and safety policy is given a high priority. The policy is reviewed annually and health and safety is a standing agenda item at all governance meetings. Staff are required to complete health and safety training annually and there is a daily visual check of the premises. Risk assessments, both on site and for educational visits, are suitable. There is appropriate review and training following any incidents. Arrangements are in place to ensure careful and appropriate supervision of pupils.
17. Leaders provide support for pupils and staff. Class help boxes in every classroom, provision for anonymous reporting of concerns and a full-time counsellor ensure pupils can raise concerns easily. Parental and staff surveys, together with an annual wellbeing survey completed by staff and pupils, help leaders identify the school's strengths and areas for development. Prompt action is taken, when necessary, in response to the surveys and a suitable school development plan is maintained.
18. Leaders work effectively with external agencies. For example, the SEND department works closely with occupational therapists, educational psychologists and speech and language therapists to ensure the progress of pupils who have SEND. Leaders liaise with the local authority, as appropriate, and the Early Years Foundation Stage Profiles are reported to the local authority.
19. Leaders provide parents with regular reports on their children's progress. Complaints are logged and leaders take action to ensure issues are addressed appropriately. Complaints are handled in accordance with the school's policy.

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. Leaders ensure that pupils have access to an appropriate range of subjects. Pupils are enthusiastic, engaged and keen to learn. Positive attitudes and effective teaching enable them to develop knowledge and skills in languages, numeracy, sciences, technology, humanities, sports and the creative and performing arts. Typically well-planned, effective teaching ensures pupils make good progress.
22. Children's educational journeys start off well in the early years. For example, sports coaching focuses on the development of gross motor skills such as helping children to improve their ability to throw, both underarm and overarm. Children learn correct techniques, and get plenty of practice, so that they gradually become more accurate. In numeracy, teaching ensures children learn key concepts, such as pairs of numbers that make five, with enthusiasm and concentration. Children develop good pencil control and learn to write numbers and letters accurately.
23. Pupils continue to make good progress as they move into Years 1 to 6. For example, older pupils successfully create prime factor trees because of skilled, knowledgeable teaching with clear explanations. In art, teaching enables pupils to understand why mosaics were created and to design their own mosaics. Pupils recognise errors in their designs and re-size them appropriately. Effective questioning in science helps Year 6 pupils to use correct terminology to explain how light travels and shadows are formed.
24. A small amount of teaching is less effective and not so well-planned. Where this is the case, pupils make less consistent progress. For example, teachers' explanations sometimes lack sufficient clarity for pupils to develop their conceptual understanding and acquire new skills. There are fewer opportunities for collaboration or reflection with the result that their understanding is less well-developed.
25. Provision for pupils who have SEND enables them to work successfully with their peers and make good progress from their starting points. Effective questioning, appropriately adapted activities and teaching assistant support enable pupils to develop knowledge and skills well.
26. Pupils who speak English as an additional language receive support in lessons from teaching assistants and, when appropriate, from external professionals. As a result, pupils quickly develop their language skills, access the curriculum and make good progress. Teachers provide parents with information each week about pupils' language development.
27. Leaders use assessment effectively to track how well pupils are doing and to identify where extra support is required to meet pupils' individual needs. Pupils benefit from this additional support and it helps them to make better progress. Teachers routinely provide pupils with useful feedback on their work. Pupils reflect well on this and it helps them to improve their work.
28. Pupils achieve well and are well prepared for their secondary schools.
29. The extra-curricular programme provides a range of recreational activities with opportunities for pupils to develop their skills. For example, effective tuition in cookery club enables pupils to chop and peel apples and cook their own apple crumble. Skilled golf coaching using specially weighted clubs and putters results in pupils developing their chipping and putting skills well. Specialist ballet teaching improves pupils' dance skills.

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. Effective PSHE and relationships education, consistent behaviour management and a suitable anti-bullying strategy ensure that pupils feel secure in school and enjoy each other's company. The 'wellbeing club' and 'chat and chill' sessions provide informal opportunities for pupils to discuss their concerns with an adult. Teachers know pupils well and successfully promote their physical and emotional wellbeing.
32. Assemblies on themes such as Black History Month, Remembrance Day, the role of women in science and Windrush help to encourage respect for others. They also support pupils to understand the links between individual liberty, personal responsibility and tolerance of others. In discussion, pupils show their appreciation of and respect for these values.
33. The relationships, sex and health education policy is available on the school website and parents are provided with information about the topics covered. Relationships and sex education is part of the PSHE programme. The well-structured curriculum is monitored appropriately. Pupils receive effective teaching in these key areas of the curriculum. Pupils value this part of their education and how it helps them to make sensible choices about how to behave and other aspects of their lives.
34. Senior leaders meet weekly to monitor behaviour. Rewards and sanctions are administered fairly. There are effective procedures to manage occasional instances of racist, sexist or discriminatory behaviour. Sanctions are rarely needed and behaviour is typically positive throughout the school. Bullying is not tolerated. Activities, such as assemblies, PSHE lessons, discussion with pupils and drama lessons, contribute positively to the school's successful anti-bullying policy. As a result, it hardly ever occurs and, when it does happen staff act quickly.
35. Effective teaching builds self-confidence, self-esteem, resilience, aesthetic appreciation and joy in learning. In drama and physical education lessons pupils assess each other's work, which enables collaboration, mutual support and the development of self-confidence. Pupils learn that perseverance brings success. For example, Year 5 and 6 pupils work carefully and patiently in art creating linocut prints. They learn from their errors and persist with their attempts until they create high-quality pieces of work. Skilled tuition enables enthusiastic, tuneful singing and instrumental playing. Pupils show high levels of engagement and musical appreciation.
36. Children in the early years learn through play, both indoors and outdoors, which enhances their physical development. A variety of games, using balls and hoops help children develop their co-ordination. Monitoring duck eggs and then caring for the ducklings develops their sense of wonder at the natural world.
37. Pupils develop a range of skills through participation in the physical education programme. Pupils appreciate involvement in mixed sports, including cricket and netball. School teams are successful in regional and national tournaments. Representing the school builds teamwork and increased self-esteem.
38. The school's effective approach to health and safety ensures that the premises and accommodation are suitably maintained. The school takes appropriate action to reduce risks from fire, including termly fire evacuation drills. Admissions and attendance registers are suitably maintained and any

unexplained absences are followed up promptly with parents. Attendance is high and senior staff analyse these each week to ensure this is maintained. The school provides information each week to the local authority of any pupils leaving or joining the school.

39. Appropriately trained staff and a well-equipped medical room ensure that pupils' first aid and medical needs are met. Careful supervision at the beginning and end of the school day, as well as during lessons and breaktimes, helps to keep pupils safe.

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

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

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

41. Pupils speak with enthusiasm about the school's respect for diversity and its success in celebrating individual differences through assemblies and displays around the school. The PSHE programme and school culture successfully emphasise the values of kindness, mutual respect and inclusion. As a result, pupils both understand and appreciate fundamental British values such as democracy, individual liberty and the rule of law.
42. The annual 'rainbow day' celebrates neurodivergence, national and religious differences and different family structures. Pupils from different faiths and cultures lead assemblies. Pupils discuss their special educational needs and disabilities and explain their strengths and weaknesses. A prominent display in the playground includes photographs and speech bubbles reflecting these discussions and ensures the whole school community is aware of their importance and relevance.
43. In circle time, form periods, class and school assemblies, leaders focus pupils on the importance of taking responsibility for their behaviour. Younger pupils learn to take turns, listen to each other and apologise if their behaviour adversely affects others. Older pupils engage in discussions on internet safety, sharing their ideas and paying heed to the teacher and their peers. A consistently administered behaviour policy, based on praise for good conduct, promotes understanding of right and wrong and ensures harmony in the school.
44. Pupils play an active role in school life to prepare them for involvement in wider British society. Those on the school council are elected by their peers and pupils in Years 3 to 6 visit the Palace of Westminster. Pupils speak confidently about the concept of rights and understand that people have different needs. They understand that recognition of these rights and needs requires them to treat each other with kindness and respect. Courteous, friendly behaviour in all areas of the school demonstrates that these goals are successfully achieved.
45. Pupils develop their understanding of economics in a variety of ways. For example, 'entrepreneurial week' develops pupils' skills in collaborative learning, problem-solving, public speaking, creativity and resilience. Year 6 pupils take part in a competition which enables them to work collaboratively to develop a business concept. The winning team is allocated funds to realise their idea at the school summer fair. Pupils also develop their economic understanding through various curriculum subjects. For example, pupils in Year 4 learn about euros and their use in different European countries during French lessons focused on shopping. In Year 2, pupils create their own shops and buy items using money in mathematics lessons.
46. Pupils learn the importance of contributing to their community through participation in a range of local activities. The school gardening club works with a local social enterprise group as part of the campaign to 'beautify Balham'. School choirs perform in local care homes. Pupils make Valentine's Day cards and Year 6 pupils deliver them to a care home and stay to talk with the residents.
47. Leaders arrange opportunities for pupils to learn about careers they might pursue in adult life. Parents and former pupils visit the school to talk about their work so that pupils acquire an understanding of different roles and the qualifications and skills they require.

48. Pupils raise funds to support a local literacy charity, a national cancer charity and those suffering because of the conflict in Ukraine. Pupils support a children's charity in Zambia and a paralympic cyclist who will return to speak to the pupils after the Paralympic Games. As a result of this charitable work, pupils learn about the needs of others, locally, nationally and internationally and the school helps them develop into compassionate, caring young people.

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. Arrangements to safeguard and promote the welfare of pupils are effective. A suitable safeguarding policy is available on the school's website. Leaders ensure that all staff are familiar with the policy, are trained in safeguarding procedures, and understand that safeguarding is everyone's responsibility. New staff have appropriate induction training which covers all required topics, including keeping pupils safe online.
51. Staff are regularly updated on changes to safeguarding guidance and procedures. They understand how to recognise and report a safeguarding concern and are alert to the need to monitor pupils' attendance. Staff report any concerns promptly and record them appropriately using the school's agreed system.
52. Appropriate procedures are in place for pupils to raise any concerns they might have, including anonymously if they so wish. Pupils' emotional health and mental wellbeing needs are met well by support from full-time, suitably trained staff.
53. Those with safeguarding lead responsibilities receive appropriate training, including in the early years. Leaders work effectively with external agencies when concerns arise. Any referrals to children's services, the local authority designated officer or the police are made in a timely manner.
54. Safer recruitment checks are completed for staff, volunteers and governors. A suitable record of appointments is maintained and checked by governors termly.
55. There is effective governance oversight of the school's safeguarding procedures. The safeguarding governor meets with the designated safeguarding lead regularly. Safeguarding matters are considered at all governing body meetings. The safeguarding policy is reviewed and approved annually.
56. Pupils feel safe in school. There is an appropriate filtering and monitoring system on the school network to prevent inappropriate use, and the school successfully teaches pupils how to protect their personal information and stay safe online.

The extent to which the school meets Standards relating to safeguarding

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

School details

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| School | Hornsby House School |
| Department for Education number | 212/6371 |
| Registered charity number | 800284 |
| Address | Hornsby House School Hearnville Road London SW12 8RS |
| Phone number | 0208 673 7573 |
| Email address | school@hornsbyhouse.org.uk |
| Website | www.hornsbyhouse.org.uk |
| Proprietor | Hornsby House Educational Trust |
| Chair | Mrs Corinne Aldridge |
| Headteacher | Mr Edward Rees |
| Age range | 4-11 |
| Number of pupils | 441 |
| Date of previous inspection | 8 November 2019 |

Information about the school

58. Hornsby House School is a co-educational day school. It is located in the London Borough of Wandsworth.
59. There are 59 pupils in the early years comprising three Reception classes.
60. The school has identified 111 pupils as having special educational needs and/or disabilities (SEND). A very small proportion of pupils in the school has an education, health and care (EHC) plan.
61. English is an additional language for a very small proportion of pupils at the school.
62. The school states its aims are to promote kindness and self-esteem, provide a broad, balanced and differentiated curriculum, establish a culture of inclusion and equal opportunity, and prepare happy, confident children for the next stage of their education and life beyond.

Inspection details

Inspection dates

19 to 21 March 2024

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

64. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods and assemblies
- observation of a sample of extra-curricular activities that occurred during the inspection
- discussions with the chair of the governing body
- discussions with the headteacher, school leaders, managers and other members of staff
- discussions with pupils
- visits to the learning support area and facilities for physical education
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

65. 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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