



ISI

Independent
Schools
Inspectorate

REGULATORY COMPLIANCE INSPECTION

FOR SCHOOLS WITH RESIDENTIAL PROVISION

MILL HILL SCHOOL FOUNDATION

MARCH 2017



School's details

School	Mill Hill School Foundation			
DfE Number	302/6000			
Registered charity number	1064758			
Address	Mill Hill School Foundation The Ridgeway Mill Hill Village London NW7 1QS			
Telephone number	020 8959 1176			
Email address	office@millhill.org.uk			
Head	Mrs Frances King			
Chair of governors	Dr Roger Chapman			
Age range	13 to 18			
Number of pupils on roll	674			
	Boys	459	Girls	215
	Day pupils	573	Boarders	101
	Seniors	415	Sixth Form	259
Pupils' ability	Nationally standardised test data provided by the school indicate that the ability of the pupils is above average.			
Pupils' needs	The number of pupils requiring support for special educational needs and/or disabilities (SEND) is 75. Two of these pupils have a statement of special educational needs or an education, health and care (EHC) plan. Most require support with learning difficulties associated with dyslexia. Forty-two pupils have English as an additional language (EAL) and receive support or follow a modified curriculum.			
History of the school	The school was founded in 1807 as a grammar school for the sons of protestant dissenters. It is situated in north-west London and its buildings are set within 120 acres of parkland, part of which formed the gardens of Ridgeway House, the home of botanist Peter Collinson. Initially a boys' school, Mill Hill School Foundation admitted girls into the			

	sixth form in 1975 and became fully co-educational in 1997.
Ownership and governing structure	Each of the Mill Hill School Foundation schools operates separately in their day-to-day educational arrangements, but have a single governing body (the Court of Governors) and central administration. The foundation is the charitable body and limited company and the Court of Governors is considered the proprietor.
School structure	<p>Mill Hill School functions as a day and boarding school for senior pupils. Many boarders come from overseas destinations, notably east Asia and eastern Europe.</p> <p>Entry is at 13+ (with slightly over half the pupils coming from the foundation's prep school, Belmont), 14+ and 16+. Some of the 14+ and 16+ entrants transfer from The Mount, Mill Hill International School (MMHI), which opened in September 2015.</p>
Other useful information	Since the previous inspection in 2015, the Mill Hill School Foundation has opened a fourth school: The Mount, Mill Hill International. Boarders from both schools are integrated and accommodated together in one of four boarding houses. Pupils in MMHI also participate in an integrated games and activities programme.
Inspection dates	22 to 23 March 2017

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.

This inspection also contains specific judgements on the National Minimum Standards for Boarding Schools (‘boarding NMS’). It also comments on the progress made by the school in meeting the compliance action points set out in the most recent statutory boarding inspection and it judges the extent to which the school currently meets the boarding NMS. It identifies any standards which the school does not meet and requires action to meet them. Findings are distributed across sections relating to the eight Parts of the standards.

All association independent schools will have an inspection within three years from April 2016, in accordance with the Framework. The inspection may be of COMPLIANCE ONLY or 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, including the boarding NMS, following their inspection 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 unmet standards and any qualitative concerns identified at their previous inspection.

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 in the relevant section of the report and the school is required to take the actions specified.

The inspection does not include matters that are outside of the regulatory framework described above, such as:

- (i) the school’s aims;
- (ii) an exhaustive health and safety audit;
- (iii) compliance with data protection requirements;
- (iv) an in-depth examination of the structural condition of the school, its services or other physical features;
- (v) contractual arrangements with parents;
- (vi) an investigation of the financial viability of the school or its accounting procedures.

Where necessary, National Curriculum nomenclature is used to refer to year groups. Links to the full regulations and requirements can be found here: [The Independent School Standards Regulations](#), [National Minimum Standards for Boarding Schools](#), [Early Years Foundation Stage Statutory Framework](#).

SUMMARY EVALUATION

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

At GCSE in the years 2013 to 2015, performance has been above the national average for maintained schools.

In the sixth form, A-level results in the years 2013 to 2015 have been above the national average for sixth formers in maintained schools.

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.

The standards relating to the quality of education [paragraphs 1–4] are met.

PART 2

Spiritual, moral, social and cultural development of pupils

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.

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

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.

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.

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 [and 20] are met.

PART 4

Suitability of staff, supply staff, and proprietors

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.

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

Suitable toilet, changing and showering facilities for pupils and appropriate accommodation for their medical 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.

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

PART 6

Provision of information

A range of information is variously published, provided or made available to parents, inspectors and the Department for Education. These include 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 those with education, health and care plans or English as an additional language. They also include particulars of the school's academic performance during the preceding school year, and its results in public examinations, 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.

The standard relating to the provision of information [paragraph 32] and statement of boarding principles [NMS 1] are met.

PART 7

Manner in which complaints are handled

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.

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

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.

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

ABOUT THE INSPECTION

Inspectors observed a small sample of lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with teachers, senior members of staff, the chairman of governors and the safeguarding governor. They observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration, tutor periods and Chapel. Inspectors visited boarding houses and the facilities for sick or injured pupils. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

Inspectors

Mr Stephen Cole

Reporting inspector

Mrs Susan Bonell

Compliance team inspector (Bursar, Society of Heads school)

Mrs Anne Haas

Boarding Team Inspector (Head, IAPS school)