



**ISI** Independent  
Schools  
Inspectorate

**REGULATORY COMPLIANCE INSPECTION REPORT**

**ACS HILLINGDON INTERNATIONAL SCHOOL**

**OCTOBER 2017**



## CONTENTS

<b>SCHOOL'S DETAILS</b>	<b>3</b>
<b>1. BACKGROUND INFORMATION</b>	<b>4</b>
About the school	4
What the school seeks to do	4
About the pupils	4
<b>2. REGULATORY COMPLIANCE INSPECTION</b>	<b>5</b>
Preface	5
Key Findings	6
PART 1 – Quality of education provided	6
PART 2 – Spiritual, moral, social and cultural development of pupils	6
PART 3 – Welfare, health and safety of pupils	6
PART 4 – Suitability of staff, supply staff, and proprietors	7
PART 5 – Premises of and accommodation at schools	7
PART 6 – Provision of information	7
PART 7 – Manner in which complaints are handled	7
PART 8 – Quality of leadership in and management of schools	8
<b>3. INSPECTION EVIDENCE</b>	<b>9</b>

## SCHOOL'S DETAILS

<b>School</b>	ACS Hillingdon International School			
<b>DfE number</b>	312/6060			
<b>Address</b>	108 Vine Lane Hillingdon Uxbridge Middlesex UB10 0BE			
<b>Telephone number</b>	01895 259771			
<b>Email address</b>	hillingdonadmissions@acs-schools.com			
<b>Head</b>	Mr Martin Hall			
<b>Chair of governors</b>	Mr Phil Hodkinson			
<b>Age range</b>	4 to 18			
<b>Number of pupils on roll</b>	565			
	<b>Boys</b>	313	<b>Girls</b>	252
	<b>Early Childhood</b>	24	<b>Lower School</b>	117
	<b>Middle School</b>	195	<b>High School</b>	229
<b>Inspection dates</b>	4 to 5 October 2017			

## **1. BACKGROUND INFORMATION**

### **About the school**

- 1.1 ACS Hillingdon International School is a co-educational day school for pupils aged between 4 and 18 years. The school is part of a group of four schools, all owned by ACS International Schools. All four schools are governed by a board of independent directors.
- 1.2 Since the previous inspection, school facilities have been extended with the creation of a new teaching block incorporating science laboratories. The school opened in 1978 and its current head has been in post since August 2017.
- 1.3 The school's structure reflects that of a school in the USA. It provides a range of educational routes so that pupils can study for the International Baccalaureate (IB), US high school diplomas or Advanced Placement courses. Its Early Childhood section provides for pupils aged 4 to 5 in Reception and Year 1, and the Lower School for pupils in Years 2 to 5 (grades 1 to 4). Middle School educates pupils in Years 6 to 9 (grades 5 to 8) and High School caters for pupils in Years 10 to 13 (grades 9 to 12).

### **What the school seeks to do**

- 1.4 The school aims to encourage all pupils to reach their academic, creative and physical potential by providing them with a wide range of educational experiences. It seeks to utilise the fluidity of its international population to promote pupils' understanding and appreciation of other cultures. The school aims to prepare students to become lifelong learners in a global community.

### **About the pupils**

- 1.5 A majority of pupils stay in the school for three years or less due to their parents' work commitments. At the time of the inspection, 44 different nationalities were represented in the school, the largest groups being from the USA and the UK. The school uses a variety of internationally-oriented standardised tests to assess pupils' ability. Data provided by the school indicate that the pupils are of mixed ability but generally above average. The school has identified 113 pupils as having special educational needs or disabilities (SEND), mostly dyslexia or dyspraxia. No pupils have education, health and care plans. Of the 72 pupils who have English as an additional language (EAL), 49 receive extra support from the school.

## 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. 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 COMPLIANCE ONLY inspection and as such 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.

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 almost all of the required standards in the schedule to the Education (Independent School Standards) Regulations 2014, and relevant requirements of the statutory framework for the Eely Years Foundation Stage, and associated requirements. In order to meet all the standards, the school should take immediate action to remedy the deficiencies as detailed below.

### PART 1 – Quality of education provided

- 2.2 The school uses its own framework to determine attainment, instead of the national framework.
- 2.3 In the sixth form, IB results in the years 2014 to 2016 have been above worldwide norms.
- 2.4 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.
- 2.5 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.
- 2.7 The standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.**

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

- 2.8 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 In most respects, arrangements are made to safeguard and promote the welfare of pupils. However the school does not have due regard to guidance on staff recruitment issued by the Secretary of State and does not follow its own stated procedures for checking the suitability of staff with sufficient rigour. All required checks on employees are carried out, but not all checks are completed or references and medical clearance obtained before an individual starts work at the school. For staff who start work before receipt of a criminal record check, the school does not always carry out a separate barred list check or ensure that appropriate supervisory arrangements are put in place
- 2.10 The standards relating to welfare, health and safety in paragraphs 9–16, 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 but those in paragraphs 7(a) and 7(b) are not met.**

#### Action point 1

- **the school must safeguard pupils by ensuring that it fully implements its stated procedures for checking the suitability of staff and has due regard to guidance on staff recruitment issued by the Secretary of State, particularly in terms of supervising staff whose criminal record check is not received before they start work-[paragraphs 7(a) and 7(b)]**

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

- 2.11 The school makes appropriate checks to ensure the suitability of staff and proprietors and a register is kept.
- 2.12 The school's records show that all staff have been cleared as suitable to work with children, but the school's single central register of appointments demonstrates that checks on identity, qualifications and prohibition from teaching are not always carried out before an individual starts work at the school.
- 2.13 The standards relating to the suitability of those in contact with pupils at the school in paragraphs 18(1) and (2), 20 and 21 are met but the standard in paragraph 18(3) is not met.**

### **Action point 2**

- **the school must ensure that all required checks are completed before an individual takes up appointment [paragraph 18 (3)]**

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

- 2.14 Suitable toilet, changing and showering facilities for pupils and appropriate accommodation for their 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.
- 2.15 The standards relating to the premises and accommodation [paragraphs 22–31] are met.**

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

- 2.16 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.
- 2.17 The standard relating to the provision of information [paragraph 32] is met.**

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

- 2.18 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.
- 2.19 The standard relating to the handling of complaints [paragraph 33] is met.**

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

- 2.20 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.

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



### **3. INSPECTION EVIDENCE**

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

#### **Inspectors**

Mrs Colette Culligan

Reporting inspector

Mrs Susan Bonell

Compliance team inspector (Bursar, Society of Heads school)