



**ISI** Independent  
Schools  
Inspectorate

**Focused Compliance and Educational Quality Inspection Report**

**Ashton House School**

**June 2023**

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### School's Details

<b>School</b>	Ashton House School			
<b>DfE number</b>	313/6000			
<b>Address</b>	Ashton House School 50/52 Eversley Crescent Isleworth Middlesex TW7 4LW			
<b>Telephone number</b>	020 85603902			
<b>Email address</b>	school@ashtonhouse.com			
<b>Headteacher</b>	Mrs Angela Stewart			
<b>Proprietor</b>	Mr Simon Turner			
<b>Age range</b>	3 to 11			
<b>Number of pupils on roll</b>	100			
	<b>EYFS</b>	<b>18</b>	<b>Years 1–6</b>	<b>82</b>
<b>Inspection dates</b>	27 to 29 June 2023			

## 1. Background Information

### About the school

- 1.1 Ashton House School occupies adjacent Victorian town houses in the London area of Isleworth. It was acquired by the current family in 1969 and the current proprietor has run the school since 1998. A headmistress runs the school on a day-to-day basis. Since the previous inspection, a new deputy head has been appointed. In 2022, pupils were involved in the development of a new outside learning area.

### What the school seeks to do

- 1.2 Ashton House strives to offer children the opportunity to succeed, be recognised, and to be valued. Pupils learn tolerance and respect for others, celebrate diversity and recognise the importance of their own contribution to society. The 'Ashton House Way' develops resilience, empowering pupils to embrace change, to have a clear sense of right and wrong, to be brave enough to make mistakes and to have confidence to aim for personal success whilst supporting others.

### About the pupils

- 1.3 Pupils are from business and professional families. They come from a wide range of backgrounds reflecting the population of the area. Standardised test data provided by the school indicate that the attainment of the pupils is well above average in relation to taking similar tests nationally. The school has identified three pupils as having special educational needs and/or disabilities (SEND) all of whom receive additional support. The difficulties include dyslexia, ASC, reading and comprehension. Three pupils have English as an additional language (EAL). One pupil has an educational health and care (EHC) plan. Data used by the school has identified 22 pupils as being the most able in the school's population. In addition to an enrichment programme, the curriculum is modified to meet their needs.

## 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. Inspections of schools with early years settings not requiring registration also report whether the school complies with key provisions of the Early Years Foundation Stage (EYFS) statutory framework. 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 FOCUSED COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY. The FOCUSED 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 standards have been inspected in detail. These are the standards on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety; arrangements to check the suitability of staff; the provision of information; 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 standards 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**

- 2.2 The school's own framework for assessment confirms 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 education. 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.
- 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 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 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**

- 2.10 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required.
- 2.11 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**

- 2.12 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.

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

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

2.14 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.

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

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

2.16 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.

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

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

2.18 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 wellbeing of the pupils.

**2.19 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.

**The headline judgements apply 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. Where the school's own names differ from those used nationally, the details are given in the table below:

<i>School name</i>	<i>National Curriculum name</i>
Pre-Prep	Reception

#### Key findings

3.1 The quality of the pupils' academic and other achievements is excellent.

- Pupils are excellent communicators who show outstanding skills; they are articulate, use vocabulary appropriately and confidently, and listen well from an early age.
- Pupils apply their well-developed numeracy skills highly effectively at all ages throughout the school.
- Pupils have excellent attitudes to learning from an early age; their ability to work collaboratively and independently is outstanding.
- Pupils show high levels of knowledge, excellent application of skills and mature understanding in lessons and discussions.

3.2 The quality of the pupils' personal development is excellent.

- Pupils' levels of moral understanding are extremely high. They know how their behaviour affects others and appreciate the differences between right and wrong.
- Pupils have excellent levels of self-understanding, self-confidence, resilience and self-knowledge.
- Pupils are inclusive and respectful of people from different faiths and cultures.
- Pupils' understanding of how to stay safe and how to maintain good mental and physical health is highly developed.

#### Recommendations

3.3 The school is advised to make the following improvements.

- Enable all pupils to acquire high levels of computing skills through cross-curricular applications.
- Enable all pupils to strengthen their spiritual awareness by having opportunities and time to reflect on the non-material aspects of life.



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

- 3.4 The quality of the pupils' academic and other achievements is excellent.
- 3.5 Pupils of all ages are excellent communicators. They speak articulately and confidently to peers, teachers and visitors. They explain their thinking extremely well as seen in a Year 6 science lesson when designing parachutes and discussing surface area and air resistance. They express themselves confidently, as seen in a French trip presentation and they convey their ideas with great clarity due to the supportive environment which values pupils' contributions. Pupils read to a high standard at all ages and abilities as seen when pupils in Year 4 successfully delivered presentations on teeth and oral health. Pupils write imaginatively, descriptively and informatively as seen in pupils' work, for example, where pupils in Year 6 produced fact files on Eid. They use and assimilate subject associated vocabulary well as seen in a Year 3 history lesson where pupils used Palaeolithic and Mesolithic in context to describe eras in history. Pupils are attentive listeners and apply their communication skills effectively to ensure rapid progress.
- 3.6 In mathematics, pupils of all abilities make excellent progress over time. They develop highly effective numeracy skills and leave the school as confident mathematicians. Teaching aids this achievement through clear explanations, excellent role modelling and a range of activities, which meet pupils' needs at all ages. Pupils display an excellent command of mathematical vocabulary and use key terminology appropriately as seen when younger pupils named geometric shapes correctly and used a variety of words to describe lines such as diagonal and parallel. Pupils' understanding of number is excellent as seen in Year 2 where their understanding of number bonds and sequences assisted them in preparing their own mathematical board games. Pupils in Year 5 accurately substitute letters with numbers in complicated algebraic expressions to work out the total value of an expression. Pupils are able to transfer their mathematical skills to a number of subjects such as science, art and computing where they measure and calculate efficiently.
- 3.7 Pupils have excellent attitudes to learning and apply themselves competently at all ages, working collaboratively and independently. There is a strong collegiate atmosphere and pupils listen to each other as well as contribute their own thoughts and ideas. At all ages pupils display high levels of initiative and regularly take responsibility for their own learning. When working in groups or pairs they show great respect for each other as seen in a personal, social, health education (PHSE) lesson where pupils in Year 4 worked together to formulate their ideas for a presentation on how to deal with change. Pupils display extremely high levels of perseverance as seen in a Year 1 science lesson where pupils independently research edible plants. Children in the EYFS use their initiative to direct their own learning. For example, in a lesson about letters and sounds, children displayed excellent phonological awareness when sounding out new sounds.
- 3.8 Pupils' knowledge, skills and understanding are excellent. Their knowledge retention is aided by practical work and well-established whole-school approaches, such as planning. Pupils are confident when applying their skills in other areas, for example, through carefully planned activities in the enrichment group, where pupils demonstrated supportive collaborative learning and rapid pace. An air of eager diligence is present in lessons that helps pupils acquire and consolidate new information and techniques, make excellent progress over time and achieve high standards in their academic studies. Pupils develop skills over a period of time to a high standard as seen in a Year 6 lesson where pupils used dictionaries effectively. They develop vocabulary acquisition at a high level using ambitious -tious and -sious word endings. Pupils in Year 2 accurately identified adverbs, adjectives and similes and the various parts of speech and persuasive language used to describe the content of an advert. In mathematics, pupils in Year 4 understood the principles of unit and non-unit fractions and applied them to their written task.
- 3.9 Pupils of all abilities make excellent progress over time. In English and mathematics they achieve standards well above average for their age. This is supported by comprehensive systems of assessment and tracking which leads to the implementation of individual plans and activities which support all

pupils' needs. Analysis of progress and attainments data show that there is no significant difference between defined groups of pupils, for example, SEND, EAL and the most able. Pupils make excellent progress in games and respond well to teachers' input. For example, pupils in Year 3 games listened well, applied the teacher's advice and made sustained progress when developing their tennis skills. Pupils respond positively to teachers' feedback and next steps are clearly identified. They show a clear understanding of what they need to do to improve and know their current progress has a direct effect on their aspirational attainment targets. Pupils make excellent progress during lessons as seen when pupils in Year 2 demonstrated excellent vocabulary acquisition in their written work using descriptive and analytical vocabulary.

- 3.10 Pupils develop excellent study skills and extend their learning regularly through employing higher-order thinking skills. They are able to predict accurately and form excellent hypotheses on topics such as the story of Ibrahim and how characters might act and respond. Pupils record work accurately and methodically as seen in a Year 5 lesson where they researched and chose destinations to compare climates before deciding where they would like to go on holiday. In English, pupils in Year 6 used high levels of prediction skills to predict what will happen next in a video about the Pacific octopus and used excellent reasoning skills to explain their views. In French, pupils in Year 4 successfully employed a variety of strategies and resources to learn the gender for key vocabulary. In religious education, pupils in Year 6 used factual data to explore the significance of religious festivals for different cultures and compared them effectively to their own.
- 3.11 Pupils have high levels of understanding in their ability and enjoy their numerous successes in a range of activities and clubs. They enjoy success in sport, the creative arts, local competitions and national events as they are encouraged to follow their passions and develop excellent skills. They have a healthy level of competitiveness and are aspirational in their achievements. Pupils of all abilities perform with confidence in public, as seen during a Lower School production and in a Year 5 and 6 assembly about their visit to France. Senior school entry and scholarship success are enjoyed by a large number of pupils in a range of subjects. Pupils' excellent academic and extra-curricular achievements owe much to the proprietor's provision of high-quality, much appreciated facilities and opportunities for pupils to develop their talents and interests.
- 3.12 Pupils' information and communication technology (ICT) skills are good and they apply their knowledge in some areas of the curriculum. Pupils use computers well to support and extend their learning and to develop new skills as seen when pupils in Year 2 worked in small groups to design board games using an online program. Pupils carry out independent personal research as seen in an excellent Year 1 science lesson. Pupils in Year 5 displayed good computing skills when presenting data on a climate graph using spreadsheets in mathematics. Pupils use ICT effectively in some cross-curricular areas; however, opportunities to do so are limited and do not always extend their skills and understanding.

### **The quality of the pupils' personal development**

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils develop excellent levels of self-knowledge, self-confidence and resilience. They understand how to improve their own learning and performance and, from an early age, appreciate how the next steps provided by the staff help them. Pupils are excellently prepared for the next stage of their education and by the time they reach the top of the school they are active and engaged learners who have highly developed personal skills to equip them for senior school. High levels of perseverance were seen in a number of lessons during the inspection, most notably when pupils in Year 6 were designing parachutes, pupils in Year 1 were researching edible plants and pupils in Year 3 were looking at how landforms were created during the stone age and iron age periods. In the EYFS, children are confident and show high levels of independence. This was evident when younger children were reading a story and discussing a character who experienced disappointment, and subsequently showed grit and

determination to succeed. The school is successful in its aims of developing happy, confident and passionate learners.

- 3.15 Pupils' moral understanding is excellent at all ages. During the inspection, this understanding was observed at a high level both in the classroom, moving around the school and during outdoor play. Pupils make clear distinctions between right and wrong, respect the school rules and appreciate the need to take responsibility for their own behaviour. They are aware of the effects and consequences their behaviour can have on other people. They are courteous and welcoming and engage with visitors with a real sense of interest and warmth. They are actively engaged and respond well in the lessons where there is a good pace and stimulating activities on offer. Younger pupils think of others, hold doors open for visitors and show patience when taking turns to read in English. These qualities are cultivated by senior leaders who recognise such behaviours through the weekly Ribbon Awards.
- 3.16 Pupils respect for diversity and other cultures is excellent. They show high levels of respect for people from different backgrounds and they speak emphatically about everyone being equal and not judged on their race or beliefs. Pupils have a heightened knowledge of the protected characteristics and express their opinions readily on how people should not be judged or treated poorly because of their differences. They make strong comparisons between how things should be and the way in which various dictators in the past have treated people. Pupils have an excellent appreciation of their own and others' cultures. They demonstrate sensitivity and tolerance to those from different backgrounds and traditions. Senior leaders and staff have been very successful at implementing a curriculum that has resulted in a positive, tolerant and respectful environment. Pupils vehemently argued that Robin Hood can, and in fact should, be played by a female actor. An overwhelming majority of parents who responded to the questionnaire agreed that the school actively promotes values of democracy, respect and tolerance of other people. Inspection evidence supports this view.
- 3.17 Pupils have an excellent understanding of how to stay safe. They appreciate the need to stay safe online and benefit from the excellent regular reminders and training they receive. They understand the need for a healthy lifestyle and a balanced diet as well as how they must share their feelings in order to stay mentally healthy. Pupils take regular exercise and they benefit from the well planned sport curriculum. Almost all pupils and parents who responded to the questionnaire agreed that the school provides a safe environment and is a safe place to be. Pupils in Year 5 eloquently articulated the importance of travel ambassadors in their lives for safety and wellbeing. Pupils thrive in a school culture that offers considerable opportunities to participate in activities which support healthy growth both physically and emotionally.
- 3.18 Pupils make wise and sensible decisions throughout their time at the school. They appreciate the support they receive in order to make appropriate decisions. Pupils make good choices and appreciate their involvement in the democratic process. Pupils in Year 1 showed high levels of decision-making when choosing carefully who they wanted to work with in science. Pupils in Year 4 made wise choices from four options for depicting their work and thoughts on coping with change. Pupils show a willingness to make their own decisions and a mature awareness that the decisions that they make affect their own success and wellbeing. In Year 6 registration time, pupils responded thoughtfully and showed their understanding of what might be expected from them at their next schools. Pupils rapidly acquire the skills necessary for them to be excellent decision-makers due to leaders having successfully implemented strategies from a young age. Learners' excellent understanding of the importance of the decisions they make and the impact they might have within the school community is due to the highly nurturing environment that exists.
- 3.19 Pupils have a well-developed sense of spiritual awareness but are less aware of the opportunities to reflect on the non-material aspects of life. In discussion pupils struggled to identify times when they had the opportunity or time to reflect for themselves. Pupils' understanding of a number of different religions and beliefs is excellent as seen in their work and in a Year 6 religious education lesson where they independently researched Eid al-Adha and created fact files. Pupils expressed their views about sacrifice with great sensitivity. They were able to interpret the story of Eid and appreciate how Allah

reminded Ibrahim not to get attached to material things. Pupils in Year 4 described how exercising helps to keep them calm and positive. Pupils displayed a deep spiritual understanding of others, being able to explain, clearly, their appreciation of what they have and that there is an imperative to avail themselves of the learning opportunities the school provides.

- 3.20 Pupils make a highly effective contribution to the school community. They show determination to fulfil effectively and competently the duties relating to their posts of responsibility. Pupils make a significant contribution to the local and national community through their charitable giving and the regular events held either at school or a local church involving local residents. They are justifiably proud of their achievements and contributions and speak animatedly in discussions about what they do. As they progress through the school, pupils are eager to take on extra responsibilities and volunteer to serve others. They are expected to be active and responsible campaigners and wide-ranging opportunities result in various initiatives, such as eco representatives, charity fundraising for the Turkish earthquake and the war in Ukraine. Pupils display a strong sense of community and work together towards a common goal for the good of people less fortunate than themselves. Pupils social development is excellent and these skills and abilities are developed from the earliest age. They work well together to solve problems and to achieve excellent outcomes such as pupils in Year 2 producing mathematics board games and pupils in Year 6 designing parachutes. Pupils are keen to achieve their set targets and work together in talking partners and small groups when encouraged to do so. This was seen in an excellent PSHE lesson where pupils in Year 4 worked in groups to produce a presentation of how change makes them feel and affects their lives. This was also evident in the Year 4 pupils' work on teeth and their independently produced presentations for parents. In a highly productive maths lesson, pupils in Year 5 solved multi-step word problems extremely well in small groups. All pupils interviewed agreed that individuals treat each other with respect. Pupil council sessions provide pupils with an opportunity to work together for the collective good. An example of this is the four houses where pupils agreed to support the WWF Charity with each house sponsoring a different animal.

## 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 the proprietor, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings and assemblies. Inspectors visited the facilities for the youngest pupils, together with 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

Mr Paul Easterbrook	Reporting inspector
Mr Stephen Challoner	Compliance team inspector (Former director of staffing, HMC school)
Mr Jonathan Timms	Team inspector (Headmaster, IAPS school)