



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Reports

Sarum Hall School

June 2019



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School's Details

School	Sarum Hall School			
DfE number	202/6061			
Registered charity number	312721			
Address	Sarum Hall School 15 Eton Avenue London NW3 3EL			
Telephone number	020 77942261			
Email address	office@sarumhallschool.co.uk			
Headteacher	Mrs Christine Smith			
Chair of governors	Mr Blake Gorst			
Age range	3 to 11			
Number of pupils on roll	185			
	Girls	184	Day pupils	184
	EYFS	48	Years 1 – 6	137
Inspection dates	18 to 20 June 2019			

1. Background Information

About the school

- 1.1 Sarum Hall is an independent day school for girls aged between 3 and 11 and does not select by ability. The school was founded in 1929. It has a single form in each year group. The school moved to purpose-built premises in 1995 when Nursery and Reception pupils entered the school. Since the previous inspection, the school has built a food studio and developed the outside space. The school is a registered charitable trust, administered by a board of governors.

What the school seeks to do

- 1.2 The school's mission is to identify and develop the natural talents and potential of each individual pupil, preparing them for a full, happy, healthy and productive life within the context of the culture, ethics and values of the Christian faith, emphasising those moral and spiritual tenets shared with other faiths.

About the pupils

- 1.3 Pupils predominantly come from business and professional families in the local area and reflect the diverse range of cultural heritages to be found there. Data provided by the school show the ability profile of the school is above average. One pupil in the school has an education, health and care (EHC) plan. The school has identified twenty-nine pupils as having special educational needs and/or disabilities (SEND), which include speech and language, and dyslexia; sixteen of them receive additional specialist help. Thirty-two pupils have English as an additional language (EAL), and three receive additional support. Standardised data used by the school have identified 14 pupils as the most academically able in its population; their needs are met with varied challenge in teaching and occasional small group activities.

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. 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.

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 FOCUSED COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY, the report of which appears later in this document. The 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 regulations and standards have been inspected in detail. These are the regulations on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety, arrangements to check the suitability of staff; the provision of information to parents; 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 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 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 uses its own framework to determine attainment, instead of the national framework.
- 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 **The standards relating to the quality of education [paragraphs 1–4] are met.**

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

- 2.5 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens.
- 2.6 **The standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.**

PART 3 – Welfare, health and safety of pupils

- 2.7 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.
- 2.8 **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

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

- 2.11 Suitable toilet and changing facilities, and showering facilities where required by the standard, 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.
- 2.12 **The standards relating to the premises and accommodation [paragraphs 22–31] are met.**

PART 6 – Provision of information

2.13 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 any 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, 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.

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

PART 7 – Manner in which complaints are handled

2.15 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.

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

PART 8 – Quality of leadership in and management of schools

2.17 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.

2.18 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.

Since the school was last inspected, the framework for inspection has changed. The current inspection framework uses different criteria and arrangements for grading from those used in previous inspection frameworks. The judgements made on this inspection are, therefore, not directly comparable to judgements made on previous inspections.

All independent schools are required to meet the requirements of the Independent School Standards. However, different inspectorates apply different frameworks that are suited to the different types of schools they inspect. The ISI terminology reflects quality judgements that are at least equivalent to those used by the national inspectorate, Ofsted. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement about key outcomes for pupils and information on the quality of the school's work.

The headline judgements must include 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.

Key findings

- 3.1 The quality of the pupils' academic and other achievements is excellent.
- Pupils show high levels of achievement in creative pursuits and particularly in the performing arts.
 - Pupils of all ages, needs and abilities demonstrate excellent attitudes to learning.
 - Pupils demonstrate excellent levels of knowledge, skills and understanding and demonstrate a high degree of confidence in their learning.
 - Pupils are able to communicate with each other and their teachers at a high level and exhibit excellent listening skills.
- 3.2 The quality of the pupils' personal development is excellent.
- Pupils have an extremely well-developed sense of self-belief and self-confidence whilst showing great humility towards others.
 - Pupils display assurance and confidence in their decision-making ability.
 - Pupils' behaviour is excellent; they are considerate, caring and courteous and respectful of each other and all members of their school community.
 - Pupils have empathy and understanding of the needs of others and regular pupil-led initiatives, result in extensive charitable fundraising both for the local and wider communities.

Recommendation

- 3.3 The school is advised to make the following improvements:
- Include opportunities to integrate information and communication technology (ICT) further in class-based activities to improve pupils' independent research and study.

The quality of pupils' academic and other achievements

- 3.4 The quality of pupils' academic and other achievements is excellent.
- 3.5 Evidence from standardised tests show that pupils' attainment in English and mathematics is above or well-above the national age-related expectations. A high rate of progress is maintained throughout the school over time, with no significant difference between defined groups of pupils or areas of learning. This is supported by evidence from lesson observations, work scrutiny and pupils' responses in interviews. This excellent progress owes much to the regular monitoring of pupils' attainment and progress by school leaders, who use the data extremely effectively to identify pupils' needs at an early stage, and ensure teaching and curriculum provision is well-matched to pupils' needs and abilities. Parents' comments in their pre-inspection questionnaires, make reference to the success of the school developing each girl based on individual needs as well as being very happy with what the school provides. Pupils strive for and achieve high standards in their learning in response to high expectations and challenging teaching. Most pupils, including those with SEND and/or EAL, are successful in gaining places against strong competition for the next stage of their education, including a variety of scholarships to competitive senior schools.

- 3.6 The pupils' basic skills for learning are strong in most or all subject areas and pupils are highly effective in applying these skills. Pupils' creative and aesthetic abilities are extremely well developed and this is seen particularly in music activities and in the art on display around the school. For example, in assembly, pupils were able to identify links between art and music based on mood, colour and tempo. In a music lesson, younger pupils were able to recognise the mood differences created by a major and minor keys using familiar nursery rhymes, and identified a theme within a longer composition. Pupils' knowledge and understanding in science and humanities are outstanding. Younger pupils used mathematical strategic problem-solving skills with confidence to achieve success over each other in 'Stop the Clock'. Older pupils were able to complete simple sums on substitution, with some converting word problems into numbers and then solving the equation. Older pupils' books displays evidence enhanced topic understanding. For example, science books reflect a high understanding of electricity where pupils were able to describe clearly the relationship between resistance and current. This achievement is the result of supportive, knowledgeable teaching, with use of open-ended questions to encourage pupils' critical thinking and reasoning.
- 3.7 Across the age range, pupils demonstrate highly developed communication skills and most are confident in expressing their views and asking questions. Pupils' oral contribution is excellent, where they are able to communicate with each other and their teachers at a high level. Children in EYFS, using self-selected picture cues, were all able to articulate their ideas confidently using relevant and descriptive vocabulary and discussed their reasoning clearly. Children of all abilities were able to use their knowledge of word building to spell simple words and more able pupils were able to use initial sound and blends to write simple sentences. Older pupils confidently expanded a noun phrase using animated adjectives to add interest and a sense of excitement to their writing. Pupils develop their own ideas, supported by secure planning and high-quality resources to extend their language understanding. Pupils exhibit excellent listening skills with both their peers and teachers. For example, younger pupils, during a collaborative discussion, shared their thoughts and ideas as to role-model qualities of current famous people, listening carefully and respecting others' opinions.
- 3.8 Pupils' mathematical skills and understanding are at a high level across all ages. Children in the EYFS were able to name and use 2-D shapes to make simple and complex repeating patterns and older pupils were able to complete basic division sums with a firm understanding of technique, applying it in a wide range of problems. Some pupils were given effective support which enabled them to make rapid progress and increase their understanding of division. In interviews, pupils stated that their mathematical learning helps them to achieve in other areas such as experiments in science. They said they are confident to use their knowledge and understanding to solve mathematical problems not yet covered when taking part in regional maths challenges. Careful use of assessment data has led to an improved scheme of work for the older pupils which ensures they are prepared for the next stage of their learning.
- 3.9 Pupils use ICT to enhance and reinforce their learning extremely effectively. Younger pupils used software confidently to produce a display about the moon landings. The display demonstrated a good understanding of events and showed that the opportunity for ICT to penetrate across the curriculum had been grasped to good effect. Pupils preparing for an assembly presentation regarding their work as 'Play Ambassadors' were able to use software independently to produce an excellent presentation with well-constructed and visually appealing slides. During their interview with inspectors, pupils stated that they use ICT as a research, evaluation and presentation tool and they are taught a wide range of strategies on how to keep safe on-line. They felt that cross-curricular programs were able to stretch their learning at their individual level and said it is like having a digital teacher to support you. The development of pupils' competency in ICT is supported by good facilities and inspiring teaching. The curriculum encourages the use of ICT across a wide range of learning, particularly in the use of composition programs in music but opportunities to integrate ICT into other class-based activities are more limited, so pupils cannot use their skills consistently.

- 3.10 From an early age, high order thinking skills are encouraged and pupils show excellent levels of ability when analysing and hypothesising as a result. Older pupils begin to embed independent learning, supported by the high expectations of the teachers. This was evident whilst pupils were considering why Muhammed is a role model to Muslims. Pupils were able to discuss their thoughts in an unbiased, clear and coherent manner with the teaching providing a positive role model. Older pupils displayed higher level analytical skills when identifying inconsistencies in email construction, distinguishing useful emails from 'spam' emails. Senior leaders ensure that throughout the school, teaching provides ample opportunity to challenge the pupils' high order skills, enabling them to develop independent learning. In pupils' discussion, they identified strategies, such as 'self, partner, other, teacher' (SPOT), which encourages them not to ask too many questions and to think for themselves before seeking support. Pupils at all ages, concentrate, focus and behave well and this creates an excellent learning environment where pupils can practice and develop their study skills in a positive and nurturing environment.
- 3.11 Many pupils achieve highly in a wide range of pursuits. Pupils are successful in areas such as regional mathematics, poetry and food competitions. A very high proportion of pupils take examinations in practical and theoretical music and speech and drama examinations. Pupils identified that this helps them with confidence when singing and performing on stage and in front of any audience.
- 3.12 Pupils of all ages, needs and abilities show exceptional attitudes towards their learning with an outstanding work ethic. They show strong initiative and great independence with a strong willingness to work collaboratively as well as independently. These extremely positive pupil attitudes are very much nurtured by the ethos of the school and by staff who challenge and give freely of their time to support pupils of all abilities. Younger pupils worked collaboratively to develop new skills when introduced to the rules and skills in rounders, displaying high levels of games skills. The great desire for pupils to give their best and do very well, maximising their ability, was noted throughout the school.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils show high levels of self-understanding for their age. Children in the EYFS are confident in the setting and at ease with each other and their teachers. All pupils are self-confident, with a willingness to express their views, and always show consideration for others. Pupils are certain that they are well-prepared for the next stage in their educational journey and they speak confidently about what they gain from opportunities they are given to improve as a learner. From an early age, a strong emphasis on resilience and perseverance helps pupils to develop self-understanding and self-discipline. This is supported by the very warm relationships evident between pupils, their peers and the whole school community which, in turn, helps build confidence in a trusting and caring environment.
- 3.15 Pupils display assurance and confidence in their decision-making ability. In the EYFS, decision-making opportunities allow children from a very early age to foster strong levels of independence. This, in turn, helps them to develop their own success and well-being which stands them in good stead for their future learning. Older pupils are able to consider options evaluatively and are willing to take risks in their learning. This was evident where younger pupils were able to 'chilli-choose' their follow-up activity according to the level of challenge: mild, spicy or hot. Pupils also self-evaluate their work using the success criteria in their books. During pupil discussions, older pupils felt that decision making reflected on their success, supporting them to be more independent and to understand where they are or are not successful.

- 3.16 Pupils appreciate strongly the non-material aspects of life and show well-developed aesthetic and cultural awareness. Pupils identified they have regular opportunities to develop spiritual awareness through assemblies and Religious Education (RE) and Personal, Social, Health and Economic Education (PSHEE) lessons. Pupils develop a deep and meaningful appreciation of the spiritual aspect of life based on a strong understanding and tolerance of all faiths. Themed assemblies explore aspects of different faiths, celebrating special days and festivals. This is supported by representatives from Christianity and other faiths regularly visiting the school to develop the pupils spiritual understanding. In a Hindu workshop, pupils reflected on the traditions and Hindu culture, including their traditional dress and how it is worn.
- 3.17 Pupils' moral understanding is at a very high level. All pupils are extremely well-behaved. Pupils felt the golden rules, assemblies and PSHEE lessons helped them to have a very clear understanding of right and wrong and respect systems of rules and laws. They understand that all actions have consequences, either good or bad. Effective moral and reward systems are in place, along with the caring approach from staff and the ethos of the school which result in excellent levels of behaviour and respect for all. The golden rules provide a whole school framework in which clear boundaries are set and followed and are key to promoting high standards of moral understanding. This is reinforced in parent pre-inspection questionnaires with one parent describing the school as a wonderful caring place that exudes an atmosphere of kindness and collegiality.
- 3.18 Pupils display excellent social skills and awareness of others. Social development and collaboration is very strong and co-operation between the pupils is excellent. From an early age, they support and encourage each other where relationships are particularly open and friendly. In the EYFS children were seen, unprompted, celebrating their peers' success when playing phonics bingo. Older pupils were observed working in pairs to divide up tasks and work collaboratively to produce Mexican food. This is supported by the intimate sense of community where pupils develop close working relationships with each other alongside the explicit and implicit efforts of the school's leadership and staff. In pupil discussions, one pupil expressed that collaborative work engenders an ethos of co-operation and trust and learning to compromise.
- 3.19 Pupils make outstanding contributions to the lives of others within the school. They care for each other and provide support and encouragement in abundance. The pupils take their positions of responsibility seriously be it as a house captain or a member of the recently established environmental team. Older pupils provide excellent role models for the younger. A particular strength is where the older pupils take on roles such as playground ambassadors, digital leaders and reading 'buddies' to support the younger pupils, including independently planning and presenting assemblies to support the pupils' learning. Pupils undertake extensive and highly effective range of charitable work based on pupil-led initiatives both in the local and wider communities. Pupils plan charitable events democratically throughout the year as school council members, including house charity weeks. Recent endeavours have included supporting young epilepsy and collecting food for Camden food bank. Small individual events are also undertaken. As a result of encountering the plight of the homeless, pupils planned and implemented a fund-raising project to sell produce in the reception foyer. These levels of care and support are enabled by good leadership and inspirational role models amongst staff.
- 3.20 Pupils have a healthy respect for diversity within society. Pupils show great respect and value for different faiths through a deep understanding and appreciation of their cultures. Pupils also show tolerance and understanding of those from different backgrounds. In pupil discussions, pupils felt they all got on extremely well. This is confirmed emphatically by inspection evidence not only by the respect between pupils that was observed, but also from pupil's work. For example, in the display 'I am unique because', individual pupils identified their own unique characteristics, which encouraged them to embrace diversity within themselves and their peers.

3.21 Pupils exhibit a strong sense of consideration for their personal safety and well-being. They understand the need for a healthy lifestyle and make active choices in their daily life by successfully adopting healthy practices. The recent addition of the food studio has enhanced the pupils' understanding of a healthy diet and food hygiene. Older pupils have a robust understanding of foods that form part of a healthy diet, for example, vegetables at least five times a day and heart-healthy fats. They are able to discuss sensibly the dangers of being online and using messaging apps. Pupils understood what threats might exist online and are able to distinguish between 'spam' and appropriate emails. Pupils benefit from being able to promote online safety amongst their peers by seeking election to the school's digital leaders committee. Pupils know when and where to seek help, and embrace a resilient approach, leading to a robust sense of well-being and a positive attitude.

4. Inspection Evidence

- 4.1 The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff and with the chair of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended assemblies. Inspectors visited the facilities for the youngest pupils, together with 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 Julie Lowe	Reporting inspector
Mrs Nisha Kaura	Compliance team inspector (Assistant head, IAPS, GSA, HMC school)
Mr William Austen	Team inspector (Deputy head, IAPS school)