



**ISI** Independent  
Schools  
Inspectorate

**Focused Compliance and Educational Quality Inspection Report**

**The Hampshire School, Chelsea**

**May 2022**

## 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	6
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	7
<b>3. Educational Quality Inspection</b>	<b>8</b>
Preface	8
Key findings	8
Recommendation	8
The quality of the pupils' academic and other achievements	8
The quality of the pupils' personal development	10
<b>4. Inspection Evidence</b>	<b>13</b>

## School's Details

<b>School</b>	The Hampshire School Chelsea			
<b>DfE number</b>	207/6055			
<b>Address</b>	The Hampshire School, 15 Manresa Road, Chelsea, London, SW3 6NB			
<b>Telephone number</b>	020 7352 7077			
<b>Email address</b>	info@thehampshireschoolchelsea.co.uk			
<b>Headteacher</b>	Dr Pamela Edmonds			
<b>Chair of governors</b>	Mr Mark Malley			
<b>Age range</b>	3 to 13			
<b>Number of pupils on roll</b>	111			
	<b>EYFS</b>	34	<b>Pre-Prep</b>	38
	<b>Prep</b>	39		
<b>Inspection dates</b>	24 to 27 May 2022			

## 1. Background Information

### About the school

- 1.1 The Hampshire School, Chelsea, is an independent co-educational day school. It was founded in 1928 in Surrey and moved to Chelsea in 2009. In 2004 it was acquired by GEMS UK. In Autumn 2018, the school was brought under the operational management of the Bellevue Education Group Ltd., who act as the proprietary body to the school.
- 1.2 The school comprises three sections: Early Years for children aged 3 to 5 years; pre-prep, for pupils aged 5 to 7 years; and prep, for pupils aged 7 to 13 years. In 2018 a new head was appointed.
- 1.3 The inspection took into account the circumstances faced by schools during the COVID-19 pandemic and the restrictions imposed by government guidance at various points of the pandemic.

### What the school seeks to do

- 1.4 The school aims to provide a high-quality education in a stimulating environment where all learners are valued, respected and supported. It strives to create a reflective learning community which prepares learners for an ever-evolving world. It is ambitious for all and aims to inspire a sense of security and belonging which builds confidence and respect through high expectations academically, socially, and emotionally.

### About the pupils

- 1.5 Pupils come from families with a range of professional and business backgrounds, covering a broad, multi-cultural demographic living within a ten-mile radius of the school. Data provided by the school indicate that the ability of the pupils is above the average of those taking the same tests nationally. The school has identified eight pupils as having special educational needs and/or disabilities (SEND), which include dyslexia, dyspraxia, ADHD and speech and language issues, all of whom receive additional specialist help. No pupil has an education, health, and care (EHC) plan. English is an additional language (EAL) for the majority of the pupils, of whom 15 receive additional support for their English. The curriculum is modified for 17 pupils that the school has identified as being the most able in the school's population.

## 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 in the EYFS, pre-prep and prep schools to Year 6 and relationships and sex education in Years 7 and 8, except in so far as they are lawfully excused. 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 well-being 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.

#### Key findings

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

- Pupils' attitudes to learning are excellent; they take considerable pride in their work.
- Pupils' knowledge, skills and understanding are of a high standard.
- Pupils are highly articulate and confident in communicating across all areas of learning.
- All pupils make substantial progress and pupils with SEND and EAL achieve particularly well.

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

- Pupils are tolerant and respectful of individual and cultural differences.
- Pupils make positive contributions to the school and the wider community.
- Pupils show strong self-confidence, perseverance and motivation to work hard and improve their learning.

#### Recommendation:

3.3 The school should make the following improvement.

- Enable pupils' to apply their information, communication and technology (ICT) across a broader range of subjects in order to meet the school's aim to prepare pupils for an ever-changing world.

#### 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 and abilities, including those with SEND and EAL, make excellent progress in relation to their starting points. They achieve highly in entrance examinations for their chosen senior schools. In the last three years, pupils' attainment at the end of the Early Years Foundation Stage (EYFS) has been well above national expectations, as indicated by end of year assessments. Data provided by the school show that all pupils consistently improve their academic performance over time and make rapid progress, irrespective of ability or educational background. Pupils talk passionately about the great strides they have made since joining the school. Leaders' highly effective monitoring and tracking of pupils' achievement, combined with the staff's excellent knowledge of pupils, ensures appropriate support strategies as well as suitable challenge for all pupils. All of the parents responding to the questionnaire expressed satisfaction with the progress their children are making and feel they are well prepared for their next schools.



- 3.6 Pupils demonstrate excellent levels of knowledge and understanding and apply their skills with confidence across many areas of the curriculum, further reflecting the school's aims. Pupils' aptitudes for learning are at a particularly high level considering their diverse backgrounds, their EAL and SEND profiles and the transient nature of some of the school community. Pupils demonstrate excellent levels of phonics knowledge across the years from pre-nursery onwards. Exceptional science knowledge was observed in Year 1 when pupils confidently discussed the properties of evergreen and deciduous trees and in nursery when children drew and spoke knowledgeably about the lava flowing from a volcano. Pupils apply their skills confidently across the full range of subjects. For example, Year 3 pupils demonstrated excellent descriptive vocabulary choices in a history lesson on the Romans. In a Year 4 music lesson pupils displayed an elevated level of compositional skill on the piano, using their strong knowledge of flats and sharps to create pieces for a new computer game to show sunlight and different movements. Vocabulary skills are developing well by the time pupils enter Reception as a result of effective teaching methods and the effective deployment of support staff, as seen in their use of powerful adjectives for describing day and night. Senior pupils' art books showed thoughtful tonal creativity of high quality.
- 3.7 Pupils display extremely strong communication skills. They listen well to one another and are able to express themselves clearly in the course of class discussions. All pupils willingly answer questions in class and are keen to express their views. Their speaking skills are remarkable given the large proportion of pupils who are not native English speakers. This is because pupils are regularly given the chance to discuss ideas in pairs or in groups, as was seen in Year 6 when pupils wrote apposite headlines for a newspaper. In a Year 3 history lesson pupils confidently discussed the word 'petrified' in the context of Pompeii. Pupils' reading and writing skills are of an excellent standard. Writing displayed throughout the school demonstrates creativity and empathy, and much care is taken in the presentation of their work. The school's family atmosphere, and its ethos of valuing what pupils have to say, promote open communication throughout the school. When pupils were given the opportunity to decide which charities to support and opted to form an eco-committee, they campaigned by writing persuasive letters to achieve the provision of more eco-bins around the borough.
- 3.8 Pupils achieve well for their abilities and ages in maths, as evidenced by the success they enjoy in national maths challenge competitions. This is because of competent teaching, activities that meet the needs of individuals, provision of extension materials and enrichment classes. Enthusiasm for maths was evident in all year groups, with most pupils expressing a confidence in the subject. Older and more able pupils receive additional support that enables them to achieve higher levels of attainment than those expected for their age. Pupils apply their numeracy skills effectively to produce graphs for tabling results in science, creating timelines in history, using grid references, charts, and tallies in geography and in the day-to-day classroom environment. This was seen when Year 7 and 8 pupils were given a data set of points along the course of the Thames and their heights above sea level. Pupils drew accurate line graphs to present the data and were able to visualise the variations in elevation of a river's course, correctly recording the upper, middle and lower courses.
- 3.9 Pupils are highly confident in their use of ICT and use devices successfully in a range of different subjects to support research and independent learning and develop study skills. Older pupils confidently apply their ICT skills to create presentations for assemblies and collaborative project work. Pupils displayed a mature understanding of the need to use programming strategically to achieve the best outcomes when faced with challenging coding activities during their digital literacy lesson in Year 4. Pupils benefit from the investment which governance has made in digital technology, as seen during a Year 6 personal, social, health and economic education (PSHE) lesson when pupils easily accessed their devices to search for helpful websites for research into the stress that accompanies moving schools. However, pupils do not yet have opportunities to apply their ICT skills across a broad range of subjects, which would better meet the school's aim to prepare pupils for an ever-changing world.
- 3.10 Pupils have good study habits and develop the ability to analyse, evaluate, think creatively, hypothesise and draw conclusions as they move through the school. Pupils were seen thinking

critically and creatively in Years 7 and 8 when evaluating traffic conundrums and in solving a mystery using a range of sources to hypothesise why so many people were dying of cholera in London in 1854. This was also seen in Year 3 when pupils demonstrated strong thinking skills as they re-ordered sentences and replaced pronouns accurately with relative pronouns. Pupils are able to think for themselves because skilled teaching promotes independence and includes next steps points in marking to which pupils respond thoughtfully using a purple pen.

- 3.11 Pupils are successful within the formal curriculum and beyond and perform at a very high level across the arts. Pupils described their immense sense of achievement in being allocated parts in the forthcoming musical production of *the Jungle Book*. Inspectors observed choir, instrumental and concert rehearsals which testified to high levels of musicianship. Pupils gain success in sports competitions, including a recent swimming gala where pupils won several races. Successes have been enjoyed in the UK schools' maths challenge and local quiz competitions. Pupils develop excellent skills in drama, public speaking, poetry reading and music, supported by the encouragement of the staff to participate and take advantage of the wide range of opportunities with which they are presented. Pupils are successful in debating as they learn to develop and advance a variety of arguments, as seen in their recent success in a national debating competition. Parents' responses to the questionnaire showed that a very large majority feel there is a suitable range of extra-curricular activities.
- 3.12 Pupils of all ages demonstrate attitudes to learning which are highly positive. The youngest children exercise independence in their learning, for example in free-flow activities where they made sensible choices. Pupils of all ages respond well when working together, such as Year 2 pupils suggesting the questions they wanted to answer in humanities topics. Older pupils show a willingness to take responsibility for their own learning and respond enthusiastically to open-ended tasks and challenges requiring initiative and independent thought. Pupils are enabled to take the lead in their learning. This was seen in Year 6 when pupils enjoyed planning a science investigation into micro-organisms and exploring how mould develops. Year 7 and 8 pupils demonstrated excellent teamwork in a challenging Greek theatre activity. Many examples of independent work were evident in pupils' workbooks and pupils in a Year 5 theology, philosophy and religion lesson eloquently and sensitively explained what made them unique and what they could do to live well. Excellent staffing ratios mean that all pupils have attention and support which help maintain their focus and engagement. It is evident that pupils take pride in their work and in their school, which indicates that the school's values are deeply instilled.

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

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils display great self-confidence and self-esteem, and this stands them in good stead as they transfer to the next phase of their education. The family atmosphere, epitomised by the mutual respect and warm relationships evident in the classroom, encourages pupils to be open in expressing their thoughts and feelings. They develop resilience and a disciplined approach to self-improvement. Pupils show notable confidence in lessons, at break time and in co-curricular activities. For example, pupils' self-understanding in a Year 4 music lesson and choir club was strong as they took time to reflect on their performances. Almost all parents who responded to the questionnaire agreed that the school helps their children to be confident and self-independent.
- 3.15 Pupils make well-informed decisions and choices as they work towards different certificates and badges. School development groups led by the pupils enable them to develop initiative and have a say in the running of the school, for example choosing their own projects, selecting and organising charity events and suggesting clubs they would like to have. Pupils chose to rebrand the house names by changing them to the names of local celebrities. They spoke proudly of the process they devised and the promotion of their choices ready for the whole school vote. Pupils understand that their decision-making in school has an impact on the wider community. Reception children make mature and informed choices about learning activities in relation to their targets.

- 3.16 Pupils show a well-developed spiritual awareness in their ability to empathise with others. They recognise that events in the world can make them feel both happy and sad, such as when considering the feelings of people in the past during a Year 3 history lesson on the Romans. Pupils value fellow members of their school community and show a strong empathy for others less fortunate than themselves. Their aesthetic awareness is most evident in the extremely high standard of artwork displayed throughout the school, including some accomplished work in the style of Georgia O'Keefe and Cézanne, the success they enjoy in art competitions and their enjoyment of the many opportunities they have to participate in music and dramatic events.
- 3.17 Pupils' exemplary behaviour and understanding of the impact of their own actions on others are promoted by leaders' high expectations throughout the school. In discussions, pupils clearly recognised the importance of rules for the school and laws for the country. In the EYFS children understand how to be fair and take turns. Pupils were clear in discussions that bullying is not tolerated and say that rudeness or unkindness are tackled swiftly and effectively when they occur.
- 3.18 Pupils' social awareness is strong. Although a small minority of pupils who responded to the questionnaire did not agree that the school helps them to understand how to make friends and develop positive relationships, inspectors found that relationships between pupils, and between staff and pupils, are warm and supportive. Pupils demonstrate their understanding of the benefits of collaboration and teamwork. They are quick to recognise each other's successes and offer help and encouragement where needed, such as when Year 6 pupils appraised others playing melody lines from Pachelbel's canon. They acknowledge the success of their peers readily and in discussion mentioned their pride in gaining recognition in the celebration assembly, which they feel contributes to a positive and supportive culture of mutual respect.
- 3.19 Pupils are proud of their school and relish their roles of responsibility, enjoying the opportunity to contribute to their school community. Pupils contribute to the life of the school through representation on the school council and as part of the pupil leadership team. They demonstrate their strong desire to help by frequently taking the initiative in planning events, raising awareness, and organising their support, thus developing skills for the next stage of their lives. Older pupils spend time with younger ones helping them with reading and model-making. They raised money to buy books for Christmas for every child at a local state school where they participate in debates and competitions. Older pupils are extremely good role models and deserve the respect they receive from younger pupils as they take on roles in helping to run the school and organise events.
- 3.20 Pupils embrace and celebrate their differences, respecting and valuing the cultural diversity of the school. They gain a good understanding of distinct cultures through assemblies and the curriculum. For example, Reception children are encouraged to look at their own and each other's families to understand their diverse backgrounds. In discussion, pupils talked enthusiastically and knowledgeably about the United Nations assembly in which they participated, sharing information about their own and different countries. This has led to an understanding of different family groupings, including differences in ethnicity, cultural traditions and beliefs. As pupils develop a broad knowledge of their own and other cultures as they move through the school, they completely accept others as valued members of their school community. A very large majority of pupils and the majority of parents in their questionnaire responses said they agreed that pupils are kind and respect each other.
- 3.21 Pupils have a strong awareness of their safety, including when they are online, and of their own physical and mental health. All pupils responding to the questionnaire agreed that they know how to stay safe online. Pupils said they appreciate the 'worries and wonders' bags which are found in each classroom and believe that the school does much to support them in feeling safe and happy. Year 1 pupils were keen to share their knowledge of healthy eating during a science lesson about plants. They spoke knowledgeably about how a good diet and exercise maintain a healthy body. Displays throughout the school and instruction given in lessons and assemblies provide pupils with guidance on measures they should take to ensure their safety. Pupils feel well supported by the strong pastoral

provision and said they appreciate the opportunities to engage in conversations when they can focus on their own mental wellbeing.

## 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 a governor, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings and an assembly. 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

Mrs Daphne Cawthorne	Reporting inspector
Mr Lloyd Dannatt	Compliance team inspector (Deputy head, HMC school)
Mrs Rebecca Smith	Team inspector (Headmistress, IAPS school)