



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Report

Heathfield House School

November 2022

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School's Details

School	Heathfield House School			
DfE number	313/6074			
Address	Heathfield House School Heathfield Gardens Chiswick London W4 4JU			
Telephone number	020 8994 3385			
Email address	admin@heathfieldhouse.co.uk			
Headteacher	Mrs Caroline Goodsman			
Proprietors	Dynamite Educational Publishers Limited			
Age range	4 to 11			
Number of pupils on roll	164			
	EYFS	25	Years 2-6	139
Inspection dates	1 to 3 November 2022			

1. Background Information

About the school

- 1.1 Heathfield House is an independent co-educational day school. It is owned and run by two proprietors, one of whom is the headteacher and the other the school administrator. Both share responsibility for the governance of the school.
- 1.2 The school was founded in 2004 and is situated in a residential area in Chiswick, west London. It is based in a former church hall which has been converted. An additional site nearby was acquired in 2011 and now houses the Reception and Year 1 classes. The other classes are all based at the main site. There have been no significant changes at the school since the previous inspection.

What the school seeks to do

- 1.3 The school aims to provide a stimulating, well-balanced and varied education, helping each child to develop his or her full potential intellectually, socially and physically. It aims to create a vibrant community, in which each child's individual needs, strengths and interests are recognised and valued in a secure, supportive and caring environment.

About the pupils

- 1.4 Pupils come from families with a range of professional and ethnic backgrounds, mostly from those living close to the school. Nationally standardised test data provided by the school indicate that the ability of the pupils is above average for pupils taking the same tests. The school has identified 14 pupils as having special educational needs and/or disabilities including dyslexia and dysgraphia, all of whom receive additional support. Two pupils have an education, health and care plan. English is an additional language for two pupils whose needs are supported in class. Data used by the school have identified a number of pupils as the most able in the school's population, and the curriculum is modified for them. For a number of other pupils, additional sessions are provided due to their special talents in sport, art and music.

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, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. 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 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 of all ages and abilities achieve well and make excellent progress from their varied starting points.
- Pupils demonstrate an exemplary attitude to learning from an early age and throughout the school.
- Pupils are extremely confident and strong communicators.
- Pupils' skills, knowledge and understanding are highly developed, fostered and promoted by strong leadership and management.

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

- Pupils' self-confidence and self-esteem are advanced, and they are well prepared for senior schools.
- Pupils demonstrate high levels of moral awareness and successfully meet the high behavioural expectations and standards set by their teachers.
- Pupils take their responsibilities seriously and make an excellent contribution to the lives of others.
- Pupils' respect for each other's differences, and the value they place on the school's cultural diversity, is a strength of the school.

Recommendation

3.3 The school is advised to make the following improvements.

- Prepare pupils for the wider world by giving them greater access and a more varied delivery of IT across the curriculum.

The quality of the pupils' academic and other achievements

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

3.5 The school is highly successful in fulfilling its aim to provide a happy, stimulating and balanced education giving children opportunity to flourish intellectually, socially and physically. Pupils of all ages and abilities achieve well and make excellent progress from their varied starting points due to the attention given to the individual needs of pupils of all abilities. The school does not enter pupils for

National Curriculum tests at age eleven, but the school's own data, pupils' work and lesson observations show that pupils are achieving excellent levels of attainment. Children in the early years progress rapidly and comfortably reach the expected level by the end of Reception. Pupils gain entry to a range of competitive senior schools, some with scholarships, which is considerable given that this is a non-selective school. The successes owe much to the excellent teaching and progress tracking by staff who know the pupils and their aptitudes well. Pupils with SEND and EAL achieve very well due to the high levels of support and timely procedures for intervention. There is a very real culture of 11+ preparation in the school which was corroborated in a numeracy lesson in Year 6 where the pupils were given concise and thorough instruction on how to approach and plan for each paper. The children were very clear about the method and procedure they should follow. Higher ability pupils also achieve very well because of the level of challenge they receive through the school's internal differentiation scheme which includes the 'Must, Should and Could' levels.

- 3.6 Pupils of all abilities develop excellent levels of knowledge, skills and understanding across all the areas of learning, but are particularly strong in mathematical and linguistic areas. An overwhelming number of pupils who completed the questionnaires agreed that their teachers know their subjects well and help them to learn. Inspection evidence supports this view as seen in Reception and Year 1 where pupils confidently explore their classrooms and outdoor spaces, benefiting from the well-planned and engaging activities available to them. In a science lesson in Year 4, when learning about endangered species and how humans are contributing to this, pupils confidently shared past knowledge and experience of local and foreign game parks. Not all pupils agreed that the marking promoted their learning but, in discussions, many concurred with inspectors who found that the 'two stars and a wish' a praise and next steps system praises assists greatly. All children came across as confident learners in each part of the school with excellent motivation to rise to any challenge or opportunity.
- 3.7 Pupils' communication skills are excellent, and they are confident, articulate speakers. This was evidenced in the way they listen well to one another and are able to express themselves in discussions both clearly and concisely, an example of this being in Year 3 where pupils discussed a text and were keen to express how they found information in the text using inference. The teacher challenged the pupils to use a higher level of vocabulary to extend the pupils' higher thinking skills. The school's ethos of valuing what pupils have to say, promotes open communication across the school and provides many opportunities including LAMDA lessons, plays in the Town Hall and speaking in assemblies. Pupils draw on a wide vocabulary which is a reflection of a school which promotes reading extensively and assists in improving and developing creative writing skills. In a podcast interview with the headteacher, pupils in Year 6 exhibited a high level of confidence and exceptional communication skills and were not shy in asking searching questions. Pupils' writing displayed throughout the school demonstrates the care pupils take with the presentation of their work and the high standards achieved. Pupils in Year 4 were able to pinpoint El Salvador as the country of interest and explain the characteristics with excellent clarity and confidence using mature describing words. Standards of literacy were high in Year 1 with pupils being able to identify compound words, and many were aspiring to the extension work. In a literacy lesson in Year 6, pupils were describing a mythical creature using similes and personification.
- 3.8 Pupils demonstrate an excellent understanding of numeracy. Thanks to the solid foundation laid at an early age, they are adept at mental arithmetic as seen in a lesson in Year 4 where pupils collaborated with partners to solve addition and subtraction problems and were able to explain their mathematical thinking. Pupils of all ages achieve good levels of attainment in numeracy which they apply to other areas of learning. The UK Maths Challenge motivates the more able mathematicians. Pupils in Year 6 spoke proudly of the Maths Challenge and about helping to count money raised in charity events and pointed out their totaliser display of money raised. In a lesson in Year 5, all pupils were able to use protractors with a confidence reflecting a good foundation of previous learning.

- 3.9 Pupils are fairly competent in their use of ICT and skills which are developed from an early age with regular access to tablet devices, online learning platforms and the internet. ICT is well supported by investment in technology by the proprietors. House captains spoke about the ease of doing research for the presentations they were preparing for an assembly on the history of their house names. Most year groups are actively involved with aspects of programming, coding and research and utilising what they have learned for different activities such as podcasts. Pupils with SEND and EAL demonstrate assured skills in their use of software to support their needs and consolidate their learning. Pupils in Year 3 knew that they need to have a mixture of letters and, numbers in their password, they also discussed with confidence why you should not give your password to others. However, limited application of pupils' ICT skills was observed during inspection. The next step for the school will be to better prepare pupils for the wider world by giving them greater access and a more varied delivery of IT across the curriculum.
- 3.10 Pupils have well-developed study skills demonstrating that they can work things out for themselves so that by the time they leave they are independent learners. Skilful use of questioning by teachers and an encouraging atmosphere in class meant pupils were able to venture ideas without fear of ridicule when trying to hypothesise on what life aboard a Tudor ship would be like. The school's ethos of 'self-belief leads to success', and their success in instilling in the pupils the value of trying hard, not giving up and not being discouraged by their mistakes, has provided pupils with the confidence to embrace any challenges. There is a healthy partnership between home and school which benefits the pupils. Pupils are equipped with a keen set of values which encourage and foster an excellent work ethic within all levels of the school.
- 3.11 Pupils achieve excellent outcomes across the curriculum and, as a result, gain entry to their school of choice. There are various extra-curricular activities through which pupils can discover their own strengths and talents. Music is a strong feature of the pupils' education with many pupils playing instruments and gaining success in national examinations. A newly formed choir demonstrated exceptional musicality when rehearsing the opening song for the forthcoming concert for the first time. Pupils benefit from being able to show case their talents at the various recitals and concerts each year. Older pupils enjoy the sense of pride which comes from competing in internal and national competitions such as the ISA cross country, football, creative writing, art, young geographer and comic strip competitions. Recently, the school was assessed and awarded The Quality Mark assessment for sport and physical education (PE) and the plaque hangs proudly in the entrance area, justly proclaiming their proficiency in this area of the curriculum. Pupils in Year 3 were keen to display their singing talents in the impending Christmas production to staff and parents. Pupils put great value on the House competitions and were immensely proud of what they had achieved amongst their peers. The vast majority of parents agree that the school provides a suitable range of extra-curricular activities.
- 3.12 Pupils of all ages have an excellent attitude to learning. They were seen to be engaged in activities and listened well to their teachers, teaching assistants and each other at all ages. Excellent staffing ratios meant all pupils had attention and support which helped maintain their focus and engagement. Pupils work well both collaboratively and independently in class, and in homework they showed great initiative when working in the 'challenge room' part of the internet platform. The tasks and teaching methods employed in class and on the intranet encourage enthusiastic participation and a love of learning. Presentation of work is clearly important to the pupils and the staff and, as a result, pupils' work is always neat, well presented, and pupils take a pride in what they produce.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils are extremely confident and self-disciplined for their age helped by the emphatic teaching and praise from the proprietors and all staff. The school's core values, Keys to Success', are on the learning

platform, spoken about in assemblies and displayed around the school to promote respect, positivity, honesty, responsibility and determination. In discussions, pupils said that they are taught that mistakes are natural and a part of the learning process. Pupils were praised for making an incorrect answer because they had the courage to try. The family atmosphere, epitomised by the mutual respect and warm relationships evident in the classroom, encourages most pupils to be open in expressing their thoughts, feelings and to risk making mistakes. Concentration and tenacity were evident in the classes with all children engaged in the learning objectives which stands them in good stead for moving to senior school. Pupils, in interview, spoke clearly about how marking gives them greater confidence by identifying improvement points in a piece of work, and their successful response using a purple pen. The challenges offered by day and residential visits further develop skills to face challenges with a positive attitude.

- 3.15 Pupils make age-appropriate decisions in their learning and recognise the importance of making the right choices to help them to develop and determine their own success. They exercise democratic rights by voting for Green Committee members. The pupils benefit from various certificates and badges which help them to focus on making the right decisions and choices. In Reception and Year 1, opportunities for decision making, through a range of learning and play activities, help develop pupils' initiative and build confidence to make sensible choices. Reception children demonstrated excellent teamwork and organisation in planning the shopping trip to a well-known supermarket ahead of a birthday party. When learning to develop their reaction skills, pupils in Year 6 displayed great resilience and resolve, while realising that decision making is crucial when completing 11+ assessment papers.
- 3.16 Pupils' show a well-developed understanding of non-material aspects of the world they live in. At the start of a personal, social and health education (PSHE) lesson and in form time pupils had time for five fingers breathing exercise and reflection before moving on to declaring what was making them feel both happy and sad that day. Their enjoyment of the many opportunities they have to participate in music and dramatic events, as heard in the African drumming workshop, demonstrated their feelings of excitement and energy. Pupils value their peers who had been given opportunities to explain aspects of their own cultures and faiths such as the wearing of bracelets in an assembly. The spiritual understanding of the children is strong, and pupils in Year 6 were able to discuss the importance of British values when interviewed for a podcast production. Pupils in Year 3 practised two songs for the Christmas production and were knowledgeable of the meaning of the Nativity. Pupils' strong awareness of the need to preserve the planet is developed through the school's green committee, the weekly litter pick and an appreciation of the endangered species lesson. The school creates time and space for pupils to engage in activities such as mindfulness and philosophy. The provision of regular art competitions by year group as well as multiple opportunities to either perform or appreciate music and drama contribute to the pupils' keen appreciation for non-material aspects of life.
- 3.17 Pupils demonstrate high levels of moral awareness and successfully meet the high behavioural expectations and standards set by their teachers. Pupils display a strong understanding of right and wrong and spoke openly about the consequences of their behaviour and for supporting others with friendship issues. In response to the questionnaires, almost all parents agreed that the school actively promotes values of democracy, respect and tolerance. Some pupils disagreed; however, during the inspection, in the interviews, lessons and in the corridors, pupils were seen to be polite and well-mannered, even holding doors open for adults and each other. Pupils declared that bullying is not tolerated and, when the occasional rudeness or unkindness occurs, it is tackled swiftly. In a PSHE lesson in Year 5, pupils analysed the effect of being kind to others has on self and others. The reward system of 'commendations' and badges was clearly a keen motivator for all, and pupils aspired to be awarded the higher colour badges through exceptional behaviour. In a sport lesson, pupils were principled and displayed excellent sportsmanship in celebrating the various successes of their peers when developing their skills in a competitive culture of activity. At the same time, they were also accepting and understanding of defeat and modest with their successes.

- 3.18 Pupils' social awareness is noticeably strong. They form positive relationships both within, and outside, the year group. Pupils clearly understand the benefits of collaboration and teamwork and are quick to recognise each other's achievement. They offer help and encouragement where needed, as seen in a collaborative Reception artwork. Pupils are aware of those who are achieving at a particularly high level, as well as those who need extra support for SEND or EAL. Pupils feel noticeably confident and comfortable to access staff to enhance their wellbeing. The leadership and management team has introduced both the pupil voice in Friday's assemblies when pupils can share their ideas and give initiatives an airing and a more private 'chat time' for all pupils to share any worries. Pupils in Year 6 said they feel well prepared for their next school and gain confidence by moving around with a greater variety of teachers. In pupil interviews, they declared their enthusiasm in supporting their peers and taking part in the 'Heathfield House Has Talent' competition which reflects a pride not only of their own abilities but those of their peers.
- 3.19 Pupils take their responsibilities seriously and make an excellent contribution to the lives of others. There is a strong focus on community at the school as it forms one of the school's core values. Pupils talked confidently about the impact they have had on the local community and the charitable work the school has done for people less fortunate than themselves. This includes fund-raising efforts for charities, pupils in Year 6 who volunteer to take a turn in the weekly local litter pick, support of the nearby soup kitchen and the thousands of books collected for targeted schools. Older pupils are extremely good role models and are keen to support younger pupils in their transition to the main school. Pupils recognise the importance of being a good friend, and their acceptance of each other as valued individuals within the school community prepares them well for the next school.
- 3.20 Pupils show high levels of respect for diversity within society, enjoying and responding positively to opportunities to learn about other cultures. From Reception to Year 6, the pupils study and celebrate different religions and cultures and present themselves as supportive of inclusion. This was seen in pupils of all backgrounds mixing together well in class and at break times and on a very thought-provoking display about Black History month. In a French lesson in Year 4, the accents of pupils were extremely good as they tried to replicate the accent of their teacher. They enjoyed their own tone and delivery of the vocabulary and very much appreciated the language idiosyncrasy of France. All parents who responded to the questionnaire agreed that the school actively promotes values of democracy, respect and tolerance of other people. During the drumming workshop, the pupils, who were encouraged to sing and dance as well as play drums from a different culture, celebrated diversity with enthusiasm and a joy, were not inhibited and portrayed excellent confidence and self-esteem.
- 3.21 Pupils have an elevated level of awareness of their safety, including cyber safety, and of their own physical and mental health. Pupils in Year 3 knew that they need to have letters and numbers in their password, they also discussed with confidence why you should not give your password to others. Pupils show good levels of resilience in their learning and behaviour but are confident that support exists for them whenever they need it at school to make them feel safe and happy. Pupils value the worries box and chat time. Pupils understand how to keep safe and appreciate the value of rules in helping them keep so. They spoke knowledgeably about the relationship between a good diet, exercise and how this maintains a healthy body. Displays throughout the school and instruction given in lessons and assemblies provide pupils with guidance on measures to take to ensure their safety. They said they liked the fact that they can choose their sport each term. The pupils were knowledgeable on healthy eating and boasted about their salad bar and 'meat-free Monday'. A child in Reception explained she was eating her fruit snack all up as it was PE next, and she needed to eat to maintain her energy level for the lesson.

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 proprietors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings. 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
Mrs Susan Bonell	Compliance team inspector (Former bursar, S of H school)
Mr Lawrence Groves	Team inspector (Headmaster, ISA school)