



## **Material Change Inspection Report**

**Hampstead Hill School**

**September 2023**

## School's details

<b>School</b>	Hampstead Hill School			
<b>DfE number</b>	202/6264			
<b>Address</b>	Hampstead Hill School St Stephen's Pond Street Hampstead London NW3 2PP			
<b>Telephone number</b>	02074356262			
<b>Email address</b>	office@hampsteadhillschool.co.uk			
<b>Headteacher</b>	Mr Ross Montague			
<b>Chair of directors</b>	Mr Lewis Taylor			
<b>Proprietor</b>	Mrs Andrea Taylor			
<b>Age Range</b>	2 to 8			
<b>Number of pupils on roll</b>	361			
	<b>EYFS and Reception</b>	229	<b>Upper School</b>	132
<b>Date of inspection</b>	5 September 2023			

## 1. Introduction

### Characteristics of the school

- 1.1 Hampstead Hill School is an independent co-educational day school located in two historic buildings in central Hampstead on sites close to each other. It was founded in 1949 by the mother of the current proprietor. The sole proprietor and an advisory director oversee the school. The school currently comprises two sections: lower school, which includes an Early Years Foundation Stage (EYFS) setting, educates children aged from 2 to 4 years; and upper school, for pupils in Reception, Years 1 and 2. The school has 26 pupils who require support for special educational needs and/or disabilities (SEND). No pupils have an education, health and care plan. There are 192 pupils who speak English as an additional language. The school's previous inspection was a regulatory compliance inspection in January 2023.

### Purpose of the inspection

- 1.2 This was an announced material change inspection at the request of the Department for Education (DfE) to assess the school's proposal to increase its age range from ages 2 to 8 to include pupils aged 8 to 11; and to increase the total capacity by 96 pupils to 521. The inspection focused on the school's compliance with the Education (Independent School Standards) Regulations 2014 (ISSRs) and the requirements of the Early Years Statutory Framework.

Regulations which were the focus of the inspection	Team judgements
Part 1, paragraphs 2 (curriculum), 2A (relationships and sex education); 3 (teaching) and 4 (framework for pupils' performance)	<b>Met</b>
Part 2, paragraph 5 (spiritual, moral, social and cultural development of pupils)	<b>Met</b>
Part 3, paragraph 7 (safeguarding)	<b>Met</b>
Part 3, paragraph 11 (health and safety)	<b>Met</b>
Part 3, paragraph 12 (fire safety)	<b>Met</b>
Part 3, paragraph 14 (supervision of pupils)	<b>Met</b>
Part 3, paragraph 16 (risk assessment)	<b>Met</b>
Part 4, paragraphs 18–21 (safe recruitment of staff, supply staff and proprietors)	<b>Met</b>
Part 5, paragraphs 23–29 (premises and accommodation)	<b>Met</b>
Part 6, paragraph 32(1)(c) (provision of information)	<b>Met</b>
Part 8, paragraph 34 (leadership and management)	<b>Met</b>

## 2. Inspection findings

### **Quality of education provided – curriculum, relationships and sex education (RSE), teaching, and framework for pupils’ performance [ISSR Part 1, paragraphs 2, 2A, 3 and 4]**

- 2.1 The school meets the standards.
- 2.2 The school provides suitable, written curriculum and relationships education policies which include provision for pupils in Years 3 to 6. These are supported by appropriate plans and schemes of work. They are implemented effectively in teaching, for the age groups of pupils currently attending the school, by suitably trained staff. Curricular provision and teaching ensure that pupils acquire new knowledge effectively so that they increase their understanding and develop skills in the subjects taught. Teaching provision fosters pupils’ self-motivation suitably through the delivery of well-planned lessons. These demonstrate effective prior understanding of the aptitudes, needs and prior attainment of pupils, including those with SEND. Suitable teaching strategies support these pupils appropriately, including outside of class. Assessment data is used appropriately to monitor the progress of all pupils. Teaching demonstrates that a suitable framework is in place to assess pupils’ performance. Assessment is used effectively in planning and to provide suitable support for pupils to ensure that they make good progress. Teaching utilises effective behaviour management strategies and does not discriminate against pupils contrary to the Equality Act 2010. Planning for the introduction of pupils in Year 3 from September 2024 indicates that standards are likely to continue to be met for the increased age range and numbers of pupils as they progress through the school.

### **Spiritual, moral, social and cultural development of pupils [ISSR Part 2, paragraph 5]**

- 2.3 The school meets the standard.
- 2.4 Schemes of work and observations indicate that the school actively promotes the fundamental British values of democracy. This was confirmed in discussion with older pupils who were able to explain their understanding clearly and with appropriate self-confidence. Older pupils articulated a clear understanding of right and wrong and the behaviour observed in lessons and around the school is consistent with this. Curriculum planning and discussion indicated that the school ensures that pupils have appropriate knowledge of public institutions and understanding of the importance of respect for all in British society, including those with protected characteristics. Planning for the introduction of pupils from Year 3 from September 2024 indicates that standards are likely to continue to be met for the increased age range of pupils.

### **Welfare, health and safety of pupils – safeguarding [ISSR Part 3, paragraph 7]**

#### **Safeguarding policy**

- 2.5 The school meets the requirements.
- 2.6 The school has an appropriate policy for safeguarding which provides suitable arrangements to safeguard and promote the welfare of pupils at the school.

#### **Safeguarding implementation**

- 2.7 The school meets the standard.
- 2.8 Arrangements to safeguard and promote the welfare of all pupils, including those in the EYFS, are implemented effectively. This includes those relating to the Prevent duty. The school ensures a culture of listening to pupils. Pupils confirm that they have a variety of people to whom they can turn for

support. Pupils receive a response when they express concerns, and appropriate action is taken where necessary. This was confirmed during interviews with pupils and staff and by records of safeguarding. Pupils understand how to keep themselves and others safe, including when online. Filtering and monitoring of technology within the school is appropriate.

- 2.9 All staff, including those in positions of responsibility for safeguarding, are suitably trained in line with locally agreed procedures. Interviews with leaders and staff from all parts of the school, confirm they fully understand their different roles in safeguarding. In particular, staff understand different types of abuse including child-on-child abuse and sexual harassment, and the particular vulnerability of pupils with SEND. They also understand the need to report concerns expressed at a low level. Staff are ready to identify, report and investigate potential abuse. The safeguarding policy contains suitable guidance about reporting low-level concerns about adults working in the school. These are understood by staff and effectively supported. Records show that staff report any safeguarding concerns to the appropriate person in a timely fashion. Senior leaders communicate concerns to relevant outside agencies effectively. They take prompt action where concerns are raised, or incidents occur.
- 2.10 Suitable arrangements to handle allegations against adults working with pupils are implemented effectively. Safeguarding is effectively managed. There is an appropriate staff code of conduct and suitable arrangements for whistleblowing. Interviews with staff confirmed suitable understanding of these and a willingness to act appropriately should the need arise. Staff are aware of guidance about any occasions when physical handling of a child may be necessary. They follow this effectively. Staff recruitment procedures follow all relevant guidance.
- 2.11 The proprietor ensures that appropriate oversight of safeguarding procedures is maintained including through an effective annual review. There are sufficiently regular and effective reviews of safeguarding policy and practice. The proprietor is appropriately trained in safeguarding. The safeguarding team represent all parts of the school and are sufficient in number and expertise, including with regard to the needs of pupils in Year 3 and above, to support effective safeguarding for pupils within the school community and across both sites. It is likely that the standard will continue to be met as the age range and pupil numbers increases.

### **Welfare, health and safety of pupils – health and safety [ISSR Part 3, paragraph 11]**

- 2.12 The school meets the standard.
- 2.13 The proprietor and senior leaders ensure that a suitable written health and safety policy is implemented effectively. The policy and related materials provide staff with suitable guidance on health and safety matters which is appropriate to both sites of the school. Appropriate records are kept of relevant health and safety checks which are undertaken effectively. Matters of health and safety are regularly reviewed by senior leaders with any recommendations noted leading to prompt remedial action. Planning indicates this practice is likely to be maintained across both sites once the redevelopment of the proposed site for pupils in Year 3 and above is completed. Arrangements are appropriate for the proposed increase in the number and age range of pupils.

### **Welfare, health and safety of pupils – fire safety [ISSR Part 3, paragraph 12]**

- 2.14 The school meets the standard.
- 2.15 The proprietor ensures compliance with the Regulatory Reform (Fire Safety) Order 2005. An appropriate fire risk assessment has been undertaken by a suitably qualified person. The school has implemented the required actions suitably and keeps the assessments under review. There are appropriately trained competent persons on site responsible for fire safety. A suitable number of staff are trained effectively to support fire evacuation procedures for the current pupils. Planning indicates

that the same standards and appropriate staff training will be in place at the school site being redeveloped for pupils in Year 3 and above. Records show fire evacuations take place regularly and pupils confirmed that they understand the correct procedures to follow. Records show appropriate installation and maintenance of fire detection and firefighting equipment. Appropriately qualified contractors are responsible for putting new firefighting and detection systems into the redeveloped site and an appropriate fire risk assessment will be completed on completion of the necessary building works. Arrangements are appropriate for the proposed increase in the number of pupils and plans being implemented for the redeveloped second school site make it likely that regulations will continue to be met.

### **Welfare, health and safety of pupils – supervision of pupils [ISSR Part 3, paragraph 14]**

- 2.16 The school meets the standard.
- 2.17 Discussions with pupils and staff, together with observations around the school, confirm that appropriate numbers of staff are suitably deployed to ensure adequate supervision of pupils, including in the EYFS. Discussions with current staff who will transfer to the newly redeveloped school site, along with others who have been newly recruited, show that arrangements are appropriate for the proposed increase in the age range and number of pupils. These make it likely that regulations will continue to be met.

### **Welfare, health and safety of pupils – risk assessment [ISSR Part 3, paragraph 16]**

- 2.18 The school meets the standard.
- 2.19 The welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy. Senior leaders and staff demonstrate an effective understanding of risk assessment. Effective assessments exist for all relevant aspects of the school premises and activities. There is a suitable risk assessment for the redevelopment of the additional school site, taking into account the continued welfare of pupils and the introduction of older pupils. It is likely that regulations will continue to be met with the proposed increase in the number and age range of pupils.

### **Suitability of staff, supply staff and proprietors [ISSR Part 4, paragraphs 18–21]**

- 2.20 The school meets the standards.
- 2.21 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required. Arrangements are appropriate for the proposed increase in the number of pupils and age range of pupils and make it likely that regulations will continue to be met.

### **Premises and accommodation – [ISSR Part 5, paragraph 23–29]**

- 2.22 The school meets the standards.
- 2.23 The school provides suitable toilet and washing facilities for the sole use of pupils. It provides appropriate accommodation for the medical examination and treatment of pupils and for the short-term care of sick pupils. The school premises and the accommodation and facilities provided therein are maintained to a standard such that, so far as is reasonably practicable, the health, safety and welfare of pupils is ensured. In discussions, staff and pupils confirmed that, in their experience, all matters of maintenance are dealt with satisfactorily and swiftly. The acoustic conditions of the school facilities and internal and external lighting are suitable. Suitable drinking water facilities, clearly

marked as such, are provided. The school provides suitable outdoor space for pupils' physical education and for their recreation, including outdoor education areas in the EYFS. Plans seen, together with a site visit, indicate that facilities of a comparable standard are likely to be in place at the redeveloped site for pupils from Year 3 upwards. Whilst there is no outdoor space at this site the school has suitably risk assessed this situation. It has planned appropriate mitigation to ensure adequate provision for physical activity and pupils' recreation off site. It is likely that the standards will continue to be met for the increased number of pupils.

### **Provision of information [ISSR Part 6, paragraph 32(1)(c)]**

- 2.24 The school meets the requirements for providing information relating to safeguarding to parents. Particulars of the arrangements for safeguarding are published on the school's website.

### **Quality of leadership and management [ISSR Part 8, paragraph 34]**

- 2.25 The school meets the standard.
- 2.26 The proprietor ensures that senior leaders and managers demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that all the other standards are consistently met. They actively promote the wellbeing of the pupils. Suitable planning is in place for the redevelopment of the existing second school site and this has been executed effectively so far. It is likely that the standards will continue to be met with the increase in pupil numbers and age range.

### **3. Recommendation with regard to material change inspection**

#### **Recommendation**

- 3.1 It is recommended that the school's request to increase its age range to include pupils aged 8 to 11 and to increase capacity by 96 pupils to 521 is granted. The proprietor has made suitable arrangements to ensure that effective health and safety, fire safety and risk assessment procedures are implemented. Detailed plans to re-develop the school's accommodation and facilities have been appropriately risk assessed. The planning and redevelopment of the additional site indicate that the premises, accommodation and staffing are likely to be suitably resourced and maintained to meet the needs of the proposed increase in the total number and age range of pupils.



## **4. Summary of evidence**

- 4.1 The inspector held discussions with the head, senior leaders and other members of staff and met with the proprietor. She visited different areas of the school, observed lessons and talked with groups of pupils. She scrutinised a range of documentation, records and policies.