



ISI Independent
Schools
Inspectorate

EDUCATIONAL QUALITY INSPECTION

HORNSBY HOUSE SCHOOL

OCTOBER 2016



SCHOOL'S DETAILS

School	Hornsby House School			
DfE number	212/6371			
Registered charity number	800284			
Address	Hornsby House School Hearnville Road London SW12 8RS			
Telephone number	020 8673 7573			
Email address	school@hornsbyhouse.org.uk			
Headmaster	Mr Edward Rees			
Chair of governors	Mr Huw Davies			
Age range	4 to 11			
Number of pupils	431			
	Boys	219	Girls	212
	EYFS	66	Lower School	127
	Upper School	238		
Inspection dates	12 to 13 Oct 2016			

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.

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 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 following their inspection 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.

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.

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 an EDUCATIONAL QUALITY inspection, reporting 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 grade descriptors from those used in previous inspection frameworks. The judgements made on this inspection are, therefore, not directly comparable to judgements made on previous inspections.

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 in the published report but will have been considered by the team in reaching its judgements.

Both Ofsted and ISI inspect and report on the Independent School Standards Regulations. However, they 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 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'.

INSPECTION EVIDENCE

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, attended form meetings and 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 Patricia Preedy

Reporting inspector

Mr Richard Cross

Team inspector (Headmaster, IAPS school)

Ms Susan La Farge

Team inspector (Head, ISA school)

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1. BACKGROUND INFORMATION

About the school

- 1.1 Hornsby House School is an independent day school for boys and girls aged between 4 and 11 years. It is a registered charity, The Hornsby School Educational Trust. The trustees are governors of the school, and are responsible for the appointment of new governors. Since the previous inspection, a new building has been completed. It accommodates a kitchen, dining room and three classrooms.
- 1.2 The school was founded in 1988 by Professor Bevé Hornsby, a speech and language therapist. It moved to the current site in 1993. The trustees purchased the site, formerly leased, in 1996.
- 1.3 The school is divided into three sections: the Early Year Foundation Stage (EYFS) for children aged four to five years; Lower School, for pupils aged 5 to 7, and Upper School for pupils aged 7 to 11. Classes are grouped by age.

What the school seeks to do

- 1.4 The school aims to prepare pupils for the next stage of their education by providing a broad, balanced, differentiated curriculum and co-curriculum for all children within a caring, healthy and secure environment. It seeks to enable individuals to develop their self-esteem, imagination, creativity and curiosity whilst developing group responsibility, courtesy, empathy and their ability to value and respect each person's worth.

About the pupils

- 1.5 Most pupils live in the surrounding area and a majority are of white British heritage. A diverse range of ethnic origins is also present. The school has identified 52 pupils with special educational needs or disabilities (SEND); 46 of these pupils receive additional support. Two pupils have an education, health and care (EHC) plan. Support for SEND is primarily given for the development of literacy skills. Two pupils were identified as having English as an additional language (EAL). These pupils receive support within the classroom. The school has identified 53 pupils as being the most able in the school's population, and the curriculum is modified for them and for 25 pupils because of their talent in sport, music, art or drama.
- 1.6 National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

Recommendations from previous inspection

- 1.7 The previous full inspection of the school by ISI was an interim inspection in November 2010. The recommendations from that inspection were:
 - Consider including the opportunity for all pupils to have access to drama within the curriculum.
 - Continue to pursue the possibility of extending outdoor activities in the EYFS to enable even more independent learning.
- 1.8 The school has successfully met both of the recommendations of the previous inspection. Further detail is given in the main text of the report.

2. KEY FINDINGS

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

- Pupils achieve highly from the wide ranging curriculum that provides for all abilities.
- Attainment is excellent for all pupils, including the more able and those with SEND and EAL
- Pupils have a consistently positive attitude to learning, demonstrating initiative and independence.
- The physical skills of all pupils are well-developed as a result of participating in physical education (PE), a wide range of sports, competitions and extra-curricular activities.
- Pupils' skills in information and communication technology (ICT) develop a little less quickly.

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

- Pupils have high levels of self-esteem, positive relationships, healthy lifestyles and social awareness, in strong fulfilment of the school's aims.
- Pupils understand how to keep safe and the importance of a healthy balanced diet, exercise and the development of a healthy mind.
- Pupils understand that the decisions they make are important to their future.
- Pupils understand right and wrong and show strong understanding of the traits that make up British values.
- Some pupils are not fully versed in reflecting on and improving their own learning.

Recommendations

2.3 In the context of the excellent outcomes, the school might wish to consider:

- Developing further pupils' competence in information and communication technology and its application across the curriculum.
- Refining the strategies to enable all pupils to reflect on and improve their own learning and performance.

3. THE QUALITY OF PUPILS' ACADEMIC AND OTHER ACHIEVEMENTS

- 3.1 The quality of pupils' academic and other achievements is excellent.
- 3.2 Pupils develop their potential, their imagination and their creativity to an excellent level, in response to a vibrant, exciting curriculum which is fully in keeping with the school's aims. All pupils who responded to the questionnaire stated that the school gives them the opportunity to learn and make good progress. The vast majority of parents stated in the questionnaires that their children's educational needs are met effectively by the school. Most pupils gain places at the senior school of their choice, and each year several pupils are awarded academic, sport and art scholarships.
- 3.3 Children in the EYFS make good progress in relation to their starting points. Most children including those with SEND and the more able, attain a good level of development at the end of the Reception year. Children happily engage in their learning, inspired by the rich and varied early years' curriculum and effective assessment processes. They show great enjoyment, taking part in the various planned themes as well as spontaneous topics arising out of the children's interests, for example, 'Dinosaurs'.
- 3.4 Children in the EYFS listen attentively to stories, are able to follow instructions and to express themselves clearly. They have excellent levels of comprehension and are able to use their phonic knowledge to sound out words such as 'fox' and 'six'. By the end of Reception most children can spell, write and punctuate sentences. All children are developing their ICT skills through the use of tablets and interactive boards. For example, children can use electronic tablets to help them develop correct letter formation. Mathematical skills are well-developed. Children can add and subtract numbers to 10, with many working to 20 and beyond. They are able to use mathematical language such as '*estimate*' as observed when a group estimated and counted blocks up to twenty to measure some items in the class.
- 3.5 Children in the EYFS develop strong creative and physical skills through regular visits to a nearby common. This extends children's outdoor activities and independent learning, in fulfilment of a recommendation of the previous inspection. On occasion, progress and attainment is restricted by over-direction from the adults working with the children, rather than allowing children to reflect on and improve their own learning.
- 3.6 Pupils' attainment in the Lower and Upper School cannot be measured in relation to average performance against national tests but, on the evidence available, it is judged to be excellent in relation to age-related expectations. Pupils make good and often excellent progress, including the more able and those with SEND or EAL. This excellent progress and attainment is underpinned by the school's careful monitoring of pupils' progress and the effectiveness of the teaching.

- 3.7 Pupils derive their high levels of achievement from the stimulation provided through a wide-ranging curriculum which includes art, music, sport, drama, French and Spanish. The focus on the core subjects of English and mathematics supports high achievement in these areas and across the curriculum. The introduction of drama, following a recommendation from the previous inspection, has contributed strongly towards the pupils' success in speaking, listening and performance. This is evident across the school. For example, Lower School pupils relished the challenge of working in groups, turning monsters into gargoyles. They worked confidently together expressing a range of emotions using extensive vocabulary. From Year 1, pupils demonstrate excellent literacy and numeracy skills. Writing in all subjects is of a high standard with evidence of research, critical thought and creativity, as noted in pupils' writing in the style of a diary about the Great Fire of London. During interviews pupils stated how much they enjoyed using the library both for pleasure and to develop their research skills. They are competent library users and can read a range of challenging texts accurately and with confidence.
- 3.8 Pupils make rapid progress in mathematics due to effective organisation in ability groups from Year 3, so that pupils experience challenging work at the right pace for them. In this way they acquire secure knowledge, and the key mathematical skills required to solve problems. For example, in standards above their age, pupils are able to order and add fractions including mixed numbers. Pupils throughout the school acquire a high level of understanding of scientific concepts, underpinned by well-developed investigative skills, for example when pupils worked collaboratively to sort materials in order to gain an understanding of re-cycling.
- 3.9 Pupils' physical skills are well-developed as a result of all pupils participating in a wide range of sports, competitions and activities. Staff and pupils encourage everyone to participate and to achieve their best. A number of individual and team successes have been achieved at a local and regional level including cricket, football, cross-country and gymnastics. Pupils' achievement in ICT is less well developed as they have fewer opportunities to be challenged when using and applying technology within the subject and across the curriculum. The exceptionally high standard of art work on display throughout the school celebrates pupils' considerable artistic talents. Many pupils play musical instruments and are members of a school choir. All pupils successfully take part in a wide range of drama and musical productions. Many achieve individual music and drama awards at levels well above those expected for their age.
- 3.10 Pupils' learning is enhanced by taking part in an extensive range of extra-curricular activities including cookery, chess, public-speaking and pottery. The school works closely with parents to prepare pupils for senior school entrance examinations and the demands of secondary education.

- 3.11 Pupils are highly motivated as a result of the support they receive from knowledgeable and enthusiastic teachers who are able to manage behaviour effectively with a focus on praise for effort as well as for achievement. This supports the view of almost all parents, in the questionnaire, who stated that teaching enables their children to make good progress and to develop skills for the future. It also supports the pupils' view, in their questionnaire, that their teachers are supportive and helpful if they have problems with the work. During interviews more able pupils asked higher order questions and were keen to discuss how they watched the children's news at school and the impact of world politics on their lives. They make effective use of a range of excellent resources and specialist facilities in science, physical education, music, art and drama which further enhances their all-round achievement. The vast majority of pupils stated in the questionnaires and during interviews that marking helps them to improve their work. A wide scrutiny of work from pupils indicated that books are regularly marked with positive comments which lead to prompt improvements. Some marking does not give the next steps for learning and does not include responses from pupils as set out in the school's marking policy. When this happens, progress is not so rapid. It was confirmed by a minority of pupils, who stated in the questionnaires that they did not know how well they were doing in subjects. Occasionally, the methods used by teachers limit the opportunities for pupils to reflect on and improve their own learning and performance.
- 3.12 The pupils' attitudes to learning are excellent. They are positive and able to work together collaboratively. They confidently hypothesise, analyse data and text and synthesise information in order to apply their knowledge and solve problems. Talented pupils in music, art and sport develop their skills well through the range of opportunities within and beyond the school that enables them to achieve well in advance of expected levels.
- 3.13 Pupils' high achievement is strongly linked to effective senior leadership of the school, which includes leaders from all areas including the EYFS and governors. All are committed to implementing the school's values and aims and to enabling all pupils to achieve of the highest standards within a caring and family ethos.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

- 4.1 The quality of the pupils' personal development is excellent.
- 4.2 Personal development underpins all aspects of school life enabling the school to fulfil its aims for pupils to have high levels of self-esteem, positive relationships, healthy lifestyles and social awareness whereby they understand their culture and that of others and make a positive contribution to the world. The vast majority of parents stated in the questionnaires that the school promotes an environment which successfully supports their children's personal development. Inspection evidence fully concurs with this view.
- 4.3 Pupils have proudly developed values that are woven into all aspects of school life. They have thought carefully about the values that represent their school including being helpful, offering friendship, respecting others, being neighbourly, supportive and kind. These values are promoted strongly in assemblies, enabling pupils to reflect upon their own personal development and how they relate to others. Pupils reflect maturely on the messages portrayed in assemblies, for example, in a variety of video clips that suggested elements of resilience, including the ability to persevere and adapt. Pupils discuss with great sincerity and openness the challenges they are facing now and may face in the future, and how they can develop resilience to deal with these. Pupils' adaptability, perseverance and resilience is further strengthened through the regular residential visits for older pupils that incorporate challenges. Pupils spoke enthusiastically about how to meet the challenge of climbing a mountain in Scotland.
- 4.4 Children enter the Reception year from an extremely wide range of nurseries. They settle quickly and happily engage in their learning as a result of a carefully planned transition which includes staff visits to many feeder nurseries, visits to Hornsby House School by the children, and the warm, caring and secure environment provided by the staff, combined with close liaison with parents and carers. The children quickly develop an understanding of how to keep themselves safe because there is a highly effective system in place to ensure that each child's needs are met and that named staff know each child well. Staff explain risks to the children and how to keep safe. The children discuss why eating fruit and drinking milk is good for them. They are able to explain how to be helpful and kind to one another. They listen carefully to each other demonstrating an understanding of democracy, tolerance and respect by taking turns and sharing. They were observed politely and helpfully passing snacks and drinks around the table and sharing their toys generously when playing inside and outside. They develop high levels of confidence in making appropriate choices. Children learn to understand the importance of self-control and understand that rules matter to everyone. They develop friendships, exploring a range of feelings, encouraged by the range of experiences provided for them, both inside and outside. Children feel well-prepared for moving to Year 1 because they have opportunities to visit their new classrooms and teachers and to play with the older pupils. They look forward to being in a different building with familiar staff and new challenges.
- 4.5 Pupils throughout the school have an excellent understanding of the importance of a healthy balanced diet, exercise and the development of a healthy mind as a result of the school's work to enable them to reflect upon and commit to their personal well-being, as part of their personal, social, health and economic education programme. They develop spiritual understanding through the regular times set aside for reflection during the school day and during assemblies. For example, pupils were observed outside, using their senses to reflect upon the world around them, strongly appreciating the non-material aspects of life and the reasons for living a balanced lifestyle.

- 4.6 Pupils are confident, articulate and able to express their views and feelings. They are attentive listeners, able to reflect and to respond thoughtfully to one another and to adults. Opportunities for pupils to reflect on their learning, including their strengths and weaknesses, and the development of an understanding of how to improve their own learning and performance, are not as fully developed as their other personal qualities. This is because, in some subjects, pupils are not given sufficient opportunities to develop these aspects.
- 4.7 Pupils show strong understanding of the traits that make up British values, especially tolerance and respect of those with various religious beliefs, because these values are actively promoted and reinforced regularly through the curriculum and assemblies. During interviews pupils spoke with great knowledge about different world religions including Islam, Buddhism, Hinduism, Sikhism, Judaism and Christianity. Carefully selected speakers such as the visit by a Buddhist monk has led to pupils' appreciation and respect for other religions and cultures. Democracy and the principles of equality are understood by all and are used as the basis for election to the school council and its operation. During a school council meeting councillors listened well to each other and suggested changing one of the house names to that of a female explorer. Visits to the Houses of Parliament re-enforce pupils' understanding of public institutions and services enabling them to develop respect for the rule of law.
- 4.8 Pupils' moral understanding is excellent. They fully accept responsibility for their own behaviour. They have a clear understanding of right and wrong and are very enthusiastic about the rewards and sanctions in place particularly valuing the award of a Hornsby House certificate. Most pupils stated in the questionnaires that teachers treat them fairly. During interviews, pupils spoke about the importance of challenging misbehaviour and unkindness and that there must be no tolerance for bullying of any kind including verbal comments and cyber-bullying.
- 4.9 All pupils stated during interviews how much they relish taking on leadership responsibilities, and that there were lots of opportunities available including becoming house captains, school councillors, head boy and girl, sports captains and class captains. Pupils demonstrate a deep understanding of people less fortunate than themselves and they are keen to take action in order to make a difference to others. This is particularly evident in the many charitable projects they support in the local and wider community including visiting senior citizens, donating food from the harvest festival to a local food bank, and raising funds to support a charity dedicated to bringing clean water to areas where it is needed most.
- 4.10 Pupils have well-developed personalities and are able to present themselves naturally and with self-confidence through a wide range of opportunities including debating club, performances and assemblies. Pupils of all ages have a strong sense of fair play. They interact positively with pupils from a range of backgrounds, nationalities and beliefs willingly helping those younger than themselves and those with SEND and EAL. Pupils with particular gifts or talents share these generously, inspiring others to emulate them. Pupils develop these attributes in response to the highly supportive pastoral care provided by staff. They are assured of continuing successful development because the senior leadership effectively monitors behaviour and pastoral care and regular staff meetings include discussion with regard to meeting pupils' personal, health and pastoral needs.

- 4.11 Pupils and staff successfully live by the values that the school community has agreed to, and so have created a thoughtful and caring community. Pupils respond well to the special curricular events to promote their personal development, such as 'Courtesy and Manners Week'. The regular courtesy and manners awards recognise the many friendly, supportive and polite interactions that take place within the school on a daily basis. Pupils grow in maturity and self-confidence throughout their time at the school. They understand that the decisions they make influence their future and well-being. They are well-prepared for the next stage of their education and the challenges that lie ahead.