



ISI

Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Report

Newland House School

May 2022

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School's Details

School	Newland House School			
DfE number	318/6004			
Registered charity number	312670			
Address	Newland House School Twickenham Middlesex TW1 4TQ			
Telephone number	020 8865 1234			
Email address	admissions@newlandhouse.net			
Head	Mr Chris Skelton			
Chair of governors	Mr Andrew Gumpert			
Age range	4 to 13			
Number of pupils on roll	457			
	Nursery	27		
	Pre-Prep	261	Prep	269
Inspection dates	24 to 27 May 2022			

1. Background Information

About the school

- 1.1 Newland House School is a co-educational independent day school for pupils aged 3 to 13. The school was founded in 1879 and moved to its current location in Twickenham in the 1930s, where it occupies two properties on approximately five acres in a residential area. It was registered as a charitable trust in 1971 and the school's governors are the directors of the company and trustees of the charity.
- 1.2 The school is organised into three sections. The nursery, which opened in 2017, caters for pupils aged 3 to 4, the Pre-Prep is for children aged 4 to 7 and the Prep is for pupils aged 8 to 13. Since the previous inspection, the nursery has been established. The current head was appointed in September 2019.
- 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 seeks to promote enquiring minds and build on pupils' strengths, interests and experiences in order to enable them to question the world around them and discover their own passions.

About the pupils

- 1.5 Most of the pupils live within a two-mile radius of the school and come from a range of professional and business backgrounds. Nationally standardised data provided by the school indicate that the ability of the pupils is above average when compared with pupils taking the same tests nationally. The school has identified 87 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia and general speech and language difficulties. Seventy-six pupils receive additional support, and 37 pupils have English as an additional language (EAL), with 22 pupils receiving additional support for English. Four pupils at the school have an education, health, and care (EHC) plan. The school has identified 150 pupils as more able, with some older pupils supported through a scholarship programme.

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. 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.

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 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' attitudes towards learning are excellent.
- Pupils demonstrate excellent communication skills.
- Pupils' academic and other achievements are excellent.
- Pupils display excellent attitudes to learning. They are enthusiastically engaged in all activities, whether individual or group tasks.

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

- Pupils display excellent understanding and respect for each other and show a notable appreciation of diversity in wider society.
- Pupils demonstrate an extremely deep understanding of fairness and the importance of adhering to the school's core values.
- Pupils make many positive contributions to the lives of others within the school and the wider community through their charitable endeavours and fund raising.
- Pupils develop an excellent knowledge of how to stay safe and keep healthy through the choices they make.

Recommendations

The school should make the following improvements.

- Ensure pupils of all abilities achieve at the highest levels through the provision of opportunities for them to engage in challenging activities in lessons.
- To ensure that best practice in teaching is shared between all sections of the school to enable pupils to maximise their opportunities for learning through collaboration and open-ended tasks.

The quality of the pupils' academic and other achievements

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

3.4 Pupils make excellent progress throughout the school year and in all curriculum areas, as evidenced in their success in obtaining places and scholarships to highly selective senior schools. Pupils make at least expected progress across all subjects and in all year groups due to good teaching, which is particularly effective throughout the Pre-Prep. Inspection evidence and school assessment data

confirm that many pupils achieve well above and, in some cases, significantly above age expectations. Pupils, including those with SEND and EAL make excellent progress because their individual needs are met and supported through the effective use of tracking data and appropriate intervention strategies. Pupils throughout the school achieve well in relation to their abilities, benefiting from the teaching staff's excellent knowledge of the strengths and learning styles of individual pupils. The school's leadership is highly successful in meeting the school's aims of helping each pupil achieve success and providing firm foundations to enable pupils to join their senior school as confident, rounded individuals, ready to fulfil their potential. In the pupil questionnaire and during interviews, pupils felt well-supported by their teachers and were able to give examples of how effective feedback had helped them improve.

- 3.5 Pupils develop excellent skills and knowledge across the curriculum. They have excellent communication skills and speak confidently. Pupils are keen to share their ideas with teachers, each other and visitors alike. In a Year 1 English lesson the pupils were highly successful in talking about conjunctions, similes, and expanded noun phrases as they wrote a letter. Even the youngest pupils were able to articulate their perceptive understanding of life cycles in a science lesson. In Latin, Year 6 pupils were able to articulate well-observed similarities and difference between Roman and modern clothing and suggest reasons for these differences. In responses to the parent questionnaire, almost all parents felt that the schools provided a suitable range of subjects and experiences and that pupils continued to develop their understanding through the school's effective online learning provision.
- 3.6 Pupils' have excellent communication skills throughout the school. They converse with a natural confidence and they are keen and eager to share information about their learning, demonstrating excellent listening skills. Older pupils talk in a thoughtful and reflective manner and younger pupils are supported by their teachers to express themselves clearly and confidently. Pupils' reading aptitudes accelerate rapidly as they move through the school, supported by a well-stocked library and teachers' encouragement. They develop the skills necessary to write for different purposes and to skilfully use text to convey meaning. Prep pupils use sophisticated language to create effective imaginary, for example when describing characters such as Vindictus Sharpe as a 'twisted villain'. Pupils write very well and in depth. Pupils' written language across the school is of a very high standard and scrutiny of pupil's work shows clear development as pupils progress through the school. In a Year 5 English lesson, pupils were able to read with confidence paragraphs they had written about a fictional character, demonstrating sophisticated use of conjunctions.
- 3.7 Pupils make excellent progress in numeracy throughout the school. They regularly use and apply their mathematical skills and knowledge across different areas of the curriculum, for example, as part of a maths-themed charity day and in a music lesson about Tudor music, where pupils extended their learning of tempo by counting rhythmically. In Year 1, there is a significant emphasis on practical maths where pupils investigate objects of differing length and record their results pictorially, fulfilling a school aim to enthuse pupils about maths at an early age. Pupils in a Year 5 maths lesson were able to successfully solve problems involving equivalent fractions by applying their excellent prior knowledge of multiplication facts. However, in some maths lessons higher up the school, the work set does not consistently challenge pupils to extend their mathematical thinking and independence and the best practice seen in other maths lessons is not shared.
- 3.8 Pupils have good ICT skills and use these effectively across the curriculum. Pupils speak enthusiastically about their learning in computing lessons. They are highly effective in using coding to make their own games and creating their own gifs. In history, pupils used their advanced skills to communicate their deeper understanding of aspects of a topic on World War 2 through the creation of visual presentations. They develop good ICT skills through use of several software packages, digital platforms and coding programs. Pupils in Reception successfully programmed a robotic toy to follow directions. In Year 7, the pupils used their skills effectively when engaging in musical technology to compose music in the style of Harry Potter movies. The pupils' good skills are supported by the governors' commitment to respond to school leaders' continuous review of provision in ICT.

- 3.9 Pupils develop good study skills and use them to good effect across the curriculum. Pupils were seen in an after-school library session reading books from a challenging prescribed list to increase vocabulary and were shown how to undertake research for a class project. Pupils study verbal and non-verbal reasoning higher up the school and are well-Prepared for a range of senior school entrance tests, where they achieve excellent results. In a Year 8 maths lesson, pupils demonstrated good study skills and higher-order thinking skills through questioning the validity of data in Olympic records, where they compared scatter graphs to draw conclusions, asking pertinent questions of each other and the teacher. In other lessons observed, pupils had fewer opportunities to extend their study skills where higher-order questioning and collaborative work was less well developed. In responses to the parent questionnaires, a small number of parents expressed concern that the school did not sufficiently support pupils for entry to the more academic senior schools. The inspection found that all pupils, including those who were particularly academic, were well-supported in their lessons and through individual support to achieve well.
- 3.10 Pupils are highly successful in their achievements outside the formal curriculum, thus meeting the school's stated aim to value and celebrate pupils' many individual achievements. They participate with great success in an extensive range of sports fixtures, public speaking competitions, national competitions such as World Maths Day, and arts. Pupils across the school achieve excellent LAMDA results, with many achieving distinction or merit grades. Pupils are offered an extensive range of extra-curricular sporting activities which enables them to achieve great success in both local and national sporting competitions. Many pupils play instruments and benefit from individual tuition at the school, achieving notable success at grade 3 or above before leaving the school. The jazz band, which played in the Pre-Prep assembly, was made up of talented musicians giving their rendition of a piece of modern jazz.
- 3.11 Pupils' attitudes towards their learning are excellent. They are eager to please and demonstrate independence within lessons, for example by carefully selecting a range of brush sizes in art to paint lily pads in the style of Monet. Pupils are keen to make progress and tackle their set work with gusto, keen to ask questions and clarify their understanding and move onto the next task. Pupils demonstrate excellent attitudes across the curriculum and their positive attitudes are celebrated in assemblies through the awarding of certificates and house points. Attitudes towards each other are equally as positive and they work well on their own without support and they thoroughly enjoy working collaboratively when given opportunities to do so. This was seen in the entrepreneur after-school club, where pupils worked in teams to compete with each other to demonstrate their business acumen. Pupils were seen to demonstrate their effusive attitudes towards learning when they were given opportunities to collaborate and work with a talk partner, as seen in a Year 3 maths lesson where pupils generated fractions using dice and had the opportunity to talk and develop higher-order thinking skills.

The quality of the pupils' personal development

- 3.12 The quality of the pupils' personal development is excellent.
- 3.13 Pupils develop excellent self-understanding, in fulfilment of the school's aims to promote the importance of pupils' self-esteem and emotional well-being. During interviews pupils expressed a clear knowledge of what they needed to do to make improvements and were able to explain how written, and in particular the verbal feedback they received from their teachers, helped them know the next steps. They display high levels of self-confidence and resilience in their lessons and other activities. This was seen in a school talent show where pupils demonstrated great confidence as well as the resilience to keep going when a joke fell flat with the audience. Pupils demonstrate excellent self-reflection when completing their daily reflection sheets, identifying what they have learnt today and what has made them happy or grateful. Throughout the school, pupils move around purposefully in a calm manner, with a clear sense of belonging. Pupils are highly respectful of each other as demonstrated in a Year 1 English lesson when pupils waited for peers to respond to questions asked.

Through their mature attitudes and understanding of the world around them, pupils demonstrate they are well-Prepared for the next stages of their education and to engage in the wider world around them.

- 3.14 Pupils have a good understanding of the decisions they can make and are well equipped to do so. They exercise choice over areas of their learning, which clubs to join, which sports to play, and many chose to use the library where they have a wide choice of reading materials. Younger pupils in the nursery choose which toys to play with carefully and are encouraged to make decisions about their learning and personal care. As pupils move through the school, they can exercise increasing choice and take responsibility for their decisions. This is enhanced significantly by the school's Personal Development Programme for pupils in Years 7 and 8, where pupils nominate charities of their choice for the school to support. Pupils' opinions have been taken into account through the school council, and older pupils may select which sports to participate in during games lessons. During the Platinum Jubilee celebrations, older pupils decided which games they would provide for the younger pupils and how to encourage them to take an active part.
- 3.15 Pupils develop good spiritual understanding, and they have opportunities to appreciate non-material aspects of life, for example through visiting and meeting residents in a local care home. Pupils develop their spiritual understanding through making music together, for example when the choir was singing in harmony and through a range of opportunities to listen to and appreciate music, including in the natural environment. A Year 1 pupil was extremely proud to talk about his visits to the mosque and use of his prayer mat when the class was learning about Eid and Ramadan. Pupils in the EYFS were successful in exploring their senses as they listened to contrasting pieces of music. Pupils appreciate opportunities to reflect on their spiritual understanding.
- 3.16 Pupils show an excellent understanding of moral issues and a mature readiness to take responsibility for their own behaviour. Pupils across the Pre-Prep demonstrate an excellent understanding of right and wrong. Year 1 pupils were able to demonstrate an excellent understanding for the need to be good citizens through their work on Noah's Ark in an RE lesson. Pupils are unflinching and show respect for both adults and peers alike, responding positively to the age-appropriate systems in place to encourage good behaviour. In the pupil and parent questionnaires and interviews, all sections of the school community felt that school encourages excellent behaviour, and the school is very clear about how it expects pupils to behave. In response to the pupil questionnaire, a small number of pupils felt that not all pupils were kind to each other. During the inspection, observations in lessons and around the school did not support this view.
- 3.17 Pupils develop excellent social skills throughout the school. Pupils of all abilities collaborate effectively in lessons and in other areas of school life. For example, Year 1 pupils work together to create a tower using building bricks during their playtime. During the whole-school Platinum Jubilee celebrations, older pupils supported younger pupils to learn and play traditional playground games and demonstrated caring and considerate attitudes towards each other and sensitivity towards the skills and abilities of younger pupils.
- 3.18 Pupils are highly respectful of each other and develop a mature appreciation for the cultural diversity in wider society as well as within the school environment. The school's effective personal, social and health education (PSHE) curriculum fosters a mature understanding of protected characteristics in British society. In a discussion about the pre-requisite rules for the wearing of a toga, pupils were able to identify occasions when we all choose to wear something special or different. Pupils and staff regularly share their cultures and faiths with the school community, and as a result, pupils demonstrate a strong awareness of the need to show tolerance for those who hold different beliefs to themselves. Pupils in Years 7 and 8 spoke knowledgeably about their relationships and sex education lessons (RSE) and were able to articulate their understanding of issues such as protected characteristics and what is meant by consent.

- 3.19 Pupils make many positive contributions to the lives of others within the school and the wider community through their charitable endeavours and fund raising. They have written 'silver letters' to elderly residents who may have been lonely in lockdown, taken part in a 15-mile sponsored walk for charity and collected donations to make care packages as gifts to residents in local homes for senior citizens. Through a link with a school in Malawi, pupils have helped raise money for school resources. The N-Factor talent show, organised by the pupils in Years 7 and 8 as part of their personal development programme, raised money for a London hospital charity, nominated by the head boy and head girl. During interviews, one pupil was extremely proud to discuss the money he had raised towards a school in Malawi through a cake sale, in addition to the school organised sponsored walk.
- 3.20 Pupils have an excellent knowledge of how to stay safe and keep healthy. Pupils learn how to stay safe online and were extremely articulate in the pupil interviews when describing how to behave when engaging with social media. Pupils understand about the importance of exercise and enjoy participating in PE and the many sporting opportunities throughout the school, including in extra-curricular provision. Pupils make healthy choices at lunchtime when selecting food. Although some older pupils are less appreciative of meat-free Mondays, they understand the health benefits associated with this initiative. Younger children in the nursery are very aware of the importance of hand hygiene and are well-versed in sanitising their hands. The school monitors the pupils' healthy snacks and strongly encourages pupils to develop a healthy lifestyle.

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 group of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended 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

Mr Keith Morrow	Reporting inspector
Mrs Louise Salmond Smith	Compliance team inspector (Head, IAPS school)
Mrs Emma Stanhope	Team inspector (Head of lower school, IAPS school)
Mrs Caroline Tucker	Team inspector (Teacher, IAPS school)