



**ISI** Independent  
Schools  
Inspectorate

**REGULATORY COMPLIANCE INSPECTION REPORT**

**HEATHLAND PRIVATE SCHOOL**

**JUNE 2018**



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## SCHOOL'S DETAILS

<b>School</b>	Heathland Private School			
<b>DfE number</b>	888/6024			
<b>Address</b>	Heathland Private School Sandy Lane Accrington Lancashire BB5 2AN			
<b>Telephone number</b>	01254 234284			
<b>Email address</b>	officemanager@heathlandschool.co.uk			
<b>Principal</b>	Mrs. Janet Harrison			
<b>Proprietor</b>	Heathland College Ltd			
<b>Age range</b>	3 months to 16 years			
<b>Number of pupils on roll</b>	191			
	<b>Boys</b>	108	<b>Girls</b>	83
	<b>EYFS</b>	116	<b>Juniors</b>	36
	<b>Seniors</b>	39		
<b>Inspection dates</b>	13 and 14 June 2018			

## **1. BACKGROUND INFORMATION**

### **About the school**

- 1.1 Heathland Private School is an independent day school educating boys and girls from the age of three months through to sixteen years. The school was established and opened by the current proprietors in September 1994 in an old manor house located in Accrington, Lancashire. It started with pupils aged five to eleven, housed in the manor house. The school now comprises a Nursery for children aged three months to two years, a Kindergarten for those aged two to four, a junior school for pupils aged four to eleven and a senior school for ages eleven to sixteen, each situated on the one site. The school is a limited company with three members of the same family being the directors and proprietors. One of them is the school principal, taking responsibility for all educational aspects of the school.

### **What the school seeks to do**

- 1.2 The school aims to develop each pupil's academic skills within a small school where every child is valued and treated as an individual. It aspires to enable pupils to fulfil their potential through the emphasis on tolerance, honesty and respect within a firm but fair environment.

### **About the pupils**

- 1.3 Pupils come from a range of professional and working backgrounds reflecting the broad cultural diversity of the within a thirty-mile radius of the school. Nationally standardised test data provided by the school indicate that the ability of the pupils is above average. In 2016 and 2017 the results in GCSE examinations were above average. The school has identified four pupils as having special educational needs and/or disabilities (SEND) which include dyslexia and dyspraxia, all of whom receive additional specialist help. Two pupils in the school have education, health and care plans. No pupils have English as an additional language (EAL).

## 2. REGULATORY COMPLIANCE INSPECTION

### 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. Accordingly, inspection records whether the school meets each of these standards, which are arranged in eight Parts, each of which is divided into separate paragraphs. The inspection of schools that have early years settings not requiring registration similarly records whether the school complies with key provisions of the Early Years Foundation Stage statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, the inspection reports 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. It comments on the progress made by the school in meeting the compliance action points set out in the school's most recent statutory inspection.

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 a combined inspection 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 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.

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 a COMPLIANCE ONLY inspection and as such 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.

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 full regulations 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 the 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 In the junior school, the school measures attainment using national curriculum tests. In the years 2015 to 2017, the results were above the national average for maintained junior schools.
- 2.3 At GCSE in the years 2015 to 2017, performance has been in line with the national average for maintained schools.
- 2.4 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.
- 2.5 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, changing and showering facilities for pupils and appropriate accommodation for their 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 variously published, provided or made available to parents, inspectors and the Department for Education. These include 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 those with education, health and care plans or English as an additional language. They also include particulars of the school's academic performance during the preceding school year, and its results in public examinations, 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.**

## **THE QUALITY AND STANDARDS OF THE EARLY YEARS FOUNDATION STAGE**

### **Overall effectiveness: the quality and standards of the early years provision**

- 2.20 The overall effectiveness of the early years provision is good.
- 2.21 Staff ensure that all children including those with SEND or EAL make good progress in relation to their starting points and are carefully prepared for transition into the next stage of education. The provision meets the needs of all the children and provides a high-quality, stimulating learning environment in which children thrive and enjoy their learning.
- 2.22 Children feel happy, safe and secure in the setting. Their personal, social and emotional development is excellent and progress in all the prime areas of learning is planned for carefully, reflecting a good knowledge of how babies and young children develop.
- 2.23 The requirements for children's safeguarding and welfare are fully met. All staff have up-to-date safeguarding training and are aware of their responsibilities in ensuring the safety and welfare of children. All staff also have paediatric first-aid training.
- 2.24 The setting benefits from good leadership and a strong team who work together to continually evaluate provision and identify areas for future development to ensure that children have the best possible care. The setting now needs to ensure that the good practice extends into the next stage of the pupils' education.
- 2.25 Parents spoke highly of the setting and the level of care provided. Many contribute to their children's learning in informal conversations with staff, but there is currently no provision for more formal feedback at parents' meetings.
- 2.26 The recommendations of the previous inspection have been implemented. Systems are now in place in place for staff supervision, appraisal and whole-staff evaluation of provision.

### **Effectiveness of leadership and management**

- 2.27 The effectiveness of leadership and management is good.
- 2.28 All staff work well together; they are reflective practitioners who evaluate current practice and share a positive vision for the continued enhancement of the learning environment. The setting now has the benefit of a sensory room. The calm, stimulating atmosphere promotes the development of very young children across all areas of learning. Recently, the outdoor area was identified by the school as an area for improvement to give children experience of natural resources.
- 2.29 Effective systems are in place for staff supervision and appraisal, leading to the identification of training needs which benefit individuals and the setting. A comprehensive online training programme has enabled staff to engage in a planned schedule of continuous professional development.
- 2.30 Learning programmes are based on children's interests and inputs from home. A daily plan identifies an initial focus linking it to children's interests, the early years curriculum and potential outcomes for learning and development.
- 2.31 Staff demonstrate consistent and effective approaches to managing children's behaviour. Positive language is used when children display consideration for others and behave well. Equality and diversity are actively promoted through the ethos of the setting and in its everyday practice.
- 2.32 The children's personal, social and emotional development is at the heart of actively promoting British values. These are integrated into the curriculum, focusing on good manners, sharing and a respect for one another.

- 2.33 In interviews and in their questionnaire responses, parents expressed very positive views about the early years provision. They were very happy with the level of care their children receive and welcomed the daily contact with staff, who they found very approachable and friendly.
- 2.34 Arrangements for safeguarding and promoting the welfare of children are highly effective. Regular risk assessments of indoor and outdoor learning environments alongside comprehensive documentation and policies ensure that children are safe. Any accidents are carefully recorded, and parents are informed on the same day. Procedures for the administration of medicines are followed and recorded appropriately.

### **Quality of teaching, learning and assessment**

- 2.35 The quality of teaching, learning and assessment is good.
- 2.36 Staff know the children very well and expectations are carefully tailored to meet each child's needs and level of development. Focused questioning and well-timed interventions in small group activities encourage children to be curious and to make attempts to communicate their understanding.
- 2.37 Planning ensures that children are provided with a variety of activities and experiences that will help them to make good progress. The quality and range of resources provide good opportunities for children to explore their environment, and the daily use of the outside area plays a significant role in the development of their physical skills and general well-being. This was evident, for example, when a very young child persevered in his efforts to get water to squirt out of a bottle. He held it in different ways and applied pressure until he was successful. Staff gave gentle encouragement so that eventually he was also able to control the direction of the spray.
- 2.38 Detailed focused observations carried out for each child yield a wealth of information about levels of development across several areas of learning and reflect the staff's understanding of the needs of the age group.
- 2.39 When children join the setting, useful assessment information is gathered in an All About Me booklet and baseline assessments undertaken in the first four weeks are used effectively to identify the next steps in children's learning. The setting has a well-qualified special educational needs co-ordinator who supports staff in the identification of children with needs.
- 2.40 Staff work in partnership with parents. At the end of each day, parents are given a feedback form which provides details of their children's participation in the routines of the setting. Parents have informal opportunities to contribute to their children's learning, and they can take their children's learning record home at any time. There is no overall tracking of the extent of parental engagement and no formal parents' meetings in place.
- 2.41 Teaching supports the development of children's communication and language skills, and their physical and emotional skills. It also reflects a commitment to the promotion of equality and diversity through the recognition of individual needs and the celebration of different cultures.
- 2.42 The curriculum is underpinned by a focus on the characteristics of effective learning, which ensures that all children are given opportunities to develop as enthusiastic and independent learners, and most are ready for the next stage in their learning.

### **Personal development, behaviour and welfare**

- 2.43 The personal development, behaviour and welfare of children are outstanding.
- 2.44 The setting provides a very caring environment where children are well looked after. Children have excellent relationships with adults arising from the focus on developing strong, secure attachments which make them feel safe. This is a particular strength of the setting.
- 2.45 The Nursery staff have a very good understanding of how to support the development of children's confidence and well-being. They provide excellent role models, encouraging the children to listen, engage and enjoy their learning. Excellent behaviour was observed throughout the setting, for example when children listened to stories intently and waited their turn at snack time.
- 2.46 Children display high levels of confidence and independence when they are navigating their surroundings. The layout of the individual rooms and the wealth of resources serve to motivate even the youngest children to explore and engage in new activities. Babies were observed squealing with delight when they pushed shells down into soapy water and created a splash.
- 2.47 Staff ensure that children are emotionally prepared for transitions into and within the setting. New parents are invited to bring their children to settling-in sessions. They are encouraged to stay and talk to the staff so that they fully understand the organisation and routines of the setting and also to help them feel at ease. As children develop and are ready to move to the next room they make visits with their key worker and whenever possible a small group makes the move at the same time to aid a smooth transition.
- 2.48 Practices within the setting contribute well to the development of healthy lifestyles. A strong focus is placed on developing good eating habits. Fresh fruit is served daily at snack times and fresh water is always available. All children wash their hands before meal times and after using the toilet. They also have daily outdoor time and are sometimes taken into the grounds for longer walks.
- 2.49 Children are developing a good understanding of how to keep themselves safe. This is achieved through everyday activities and role play. On walks around the grounds, they are encouraged to stop at the gates and look and listen for vehicles that may be entering the grounds.

### **Outcomes for children**

- 2.50 Outcomes for children are good.
- 2.51 All children make expected progress from their starting point. During the first four weeks of joining the setting a baseline assessment is conducted, measuring children's learning and development against the expected developmental milestones for their age. Progress is reviewed at regular intervals, and highlighted and dated on a child's individual record. Any concerns about any of the children are discussed with the head of Nursery and the SEND co-ordinator if necessary. Children under two make good progress in their personal, social and emotional development. Favourable staff ratios, nurturing interactions and regular group social occasions, such as mealtimes and when participating in stories and songs, promote the development of good relationships and early communication skills.
- 2.52 Careful planning, observation and assessment ensure that children's progress is tracked and clear targets for future learning are identified so that they meet the expected level of development typical for their age. The focus is on their particular interests and the provision of a stimulating environment that motivates and makes learning fun. By the end of the Early Years Foundation Stage most children meet the early learning goals for this stage of education.

### **Compliance with statutory requirements**

**2.53 The school's registered provision for childcare meets the requirements of the Childcare Act 2006 and no action is required.**

### **Recommendation for further improvement**

The school is advised to make the following improvement to its provision for children in the early years.

- Increase monitoring of parental involvement in children's learning and provide opportunities for more regular formal feedback.

### 3. INSPECTION EVIDENCE

- 3.1 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 proprietor, observed a sample of the extra-curricular activities that occurred during the inspection period and attended 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 Daphne Cawthorne

Reporting inspector

Mr Stephen Challoner

Compliance team inspector (Senior teacher, HMC school)

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Co-ordinating inspector for early years

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