



INDEPENDENT SCHOOLS INSPECTORATE

REGULATORY COMPLIANCE INSPECTION

NORLAND PLACE SCHOOL

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Norland Place School

Full Name of School	Norland Place School
DfE Number	207/6025
Address	162-166 Holland Park Avenue London W11 4UH
Telephone Number	020 7603 9103
Email Address	office@norlandplace.com
Proprietor and Headmaster	Mr Patrick Mattar
Age Range	4 to 11
Total Number of Pupils	244
Gender of Pupils	Mixed (86 boys; 158 girls)
Number of EYFS Children	48
Ownership and Governance	The school is privately owned by three partners. The headmaster is the managing partner and registered proprietor. Financial and strategic organisation is overseen by a board of six people. In addition, members of an advisory panel link with staff, visit the school and provide support with regard to meeting statutory requirements.
School Structure	The school is organised into Lower Years (from Reception to Year 2) and Upper Years (from Year 3 to Year 6).
Inspection Dates	13 Oct 2015 to 14 Oct 2015

ABOUT THE INSPECTION

The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools belonging to the Independent Schools Council (ISC) Associations and reporting on compliance with the Education (Independent School Standards) Regulations 2014. Accordingly, this inspection records whether the school complies with each of these Regulations, which are arranged in eight Parts, each of which is divided into separate paragraphs. Compliance is judged both by written formulation and by implementation. The Regulations represent minimum requirements and are given as either 'met' or not 'met'.

Additionally, inspections consider the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment introduced by the Education (Abolition of Corporal Punishment) (Independent Schools) Regulations 1989.

ISI is also approved to inspect the Early Years Foundation Stage (EYFS), which was introduced in September 2008 and applies to all children in England from birth to 31 August following their fifth birthday. For children aged from two to five, this report evaluates the extent to which the setting fulfils the requirements of the Independent School Standards Regulations and related aspects of the EYFS Statutory Framework.

The inspection of the school is from an educational perspective and provides limited inspection of other aspects, although inspectors comment on any significant hazards or problems they encounter which have an adverse impact on children. The inspection does not include:

- (i) the school's aims, detailed coverage of the quality of educational provision or pupils' achievement;
- (ii) an exhaustive health and safety audit;
- (iii) an in-depth examination of the structural condition of the school, its services or other physical features;
- (iv) an investigation of the financial viability of the school or its accounting procedures;
- (v) an investigation of the school's compliance with employment law.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be mentioned specifically in the published report but will have been considered by the team in reaching its judgements.

The report reflects the evidence used in deciding whether the school's provision meets or does not meet the various requirements. Grades are not provided for the quality of the school as a whole or for each aspect inspected.

National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

INSPECTION EVIDENCE

The inspectors observed a small sample of lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with teachers, senior members of staff, the proprietor who is also the headmaster and with the chairman of the advisory panel. They observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

INSPECTORS

Mrs Pat Preedy	Reporting Inspector
Mr Daniel Boswell	Compliance Team Inspector (Bursar, IAPS School)

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Norland Place School is a day school for boys aged 4 to 8 and girls aged 4 to 11. It was founded in 1876 in Holland Park Avenue, west London, and still occupies the same site, together with 2 adjacent properties.
- 1.2 Most parents work in London in a variety of professions, and the majority of families live relatively near the school in the Holland Park, Notting Hill and Brook Green areas. Many of the pupils are of white British heritage, with a diverse range of other ethnic origins present throughout the school.

2. COMPLIANCE WITH REGULATORY STANDARDS

Part 1 Quality of education provided

Curriculum

- 2.1 The school meets the Regulations.
- 2.2 The school implements a curriculum policy which meets requirements. Careful account is taken of the school's aim to provide an all-round education that takes into consideration the ages, aptitudes and needs of all pupils. The arrangements do not undermine principles such as democracy, the rule of law and individual liberty. [Paragraph 2(1)]
- 2.3 The curriculum covers the seven areas of learning in the EYFS, and linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education from Year 1. It provides for the acquisition of literacy and numeracy skills, and is supported by appropriate plans and schemes of work that encompass personal, social, health and economic education (PSHEE). The curriculum prepares pupils for their life in modern Britain. The school has performed an audit of the wide range of languages spoken by the pupils, and is using this information as a resource for including international awareness and understanding in the curriculum. In interviews, pupils spoke maturely with regard to equality and the importance of having strong values. They referred to the plight of refugees and others who are less fortunate than themselves. The arrangements mean that all pupils have the opportunity to learn and make progress. [Paragraph 2(2)]

Teaching

- 2.4 The school meets the Regulations.
- 2.5 Teaching enables all pupils to acquire knowledge and to progress according to their ability and needs. Teachers show good subject knowledge. Lessons are well planned in line with the school's aims, using effective methods, activities and the time management. Teaching is inclusive, fostering positive behaviour, self-motivation, creativity and the progress of all pupils both academically and personally. Lesson plans, including those in the EYFS, take into account detailed analyses of assessment data based on the attainment, progress, aptitude and needs of the pupils. Coverage of PSHEE is incorporated into all subjects, and the teaching does not undermine coverage of British values. Resources are of good quality and range, and are well used. Work is regularly marked using the school's framework, most feedback is linked to the learning intentions and the next steps required for learning. [Paragraphs 3 and 4]

How well do pupils achieve?

Pupils' Ability	Results of standardised tests indicate that the ability profile of the school is above the national average with many pupils being of well above average ability, and a few pupils below average.
Pupils' Needs	Thirteen pupils are identified as having special educational needs and/or disabilities (SEND). They are mainly given support to develop their literacy skills. An additional 30 pupils are monitored and given support as required to fully access the curriculum. No pupil has a statement of special educational needs or an education, health and care (EHC) plan. Fifty-eight pupils have English as an additional language (EAL) but do not require specialist support. The school identifies more able pupils including those with particular talents. Individual plans are in place which support the extension of these pupils intellectually, creatively and physically.
Pupils' Achievements	The school assesses attainment using its own system which incorporates commercial standardised tests.

Part 2 Spiritual, moral, social and cultural development of pupils

2.6 The school meets the Regulations.

2.7 The ethos of the school supports the spiritual, moral, social and cultural development of all pupils including those in the EYFS. It enables pupils to develop self-knowledge, self-esteem and self-confidence. The school takes active steps to promote the personal development of the pupils, including British values such as tolerance, mutual respect and respect for the rule of law. Pupils are polite, caring and well-behaved. They have a wide range of opportunities to develop leadership skills, such as becoming subject or sports team captains. From an early age pupils distinguish right from wrong and understand the need for rules, including the role of the law in England. Pupils contribute to discussions about why the school promotes British values, equality and the need to respect different cultural traditions. The school council and tutor time are effectively used in order to ensure that pupils are able to reflect upon a range of issues and views. Visiting speakers are carefully selected and the content of presentations agreed in order to provide an appropriate and balanced view. Teaching is non-partisan in character. Pupils are able to develop an extensive knowledge of public institutions through presentations in assemblies and visits establishments located near to the school such as the Houses of Parliament.

What are pupils' views of the school?

Pupils are asked to respond as 'agree' or 'disagree' with the option to specify 'no view' or not to answer individual questions. Eleven pupils responded to part or all of the questionnaire. The table below shows the proportions of pupils who responded 'agree' or 'disagree' in relation to each question, and the number who didn't offer a view.

	% Agree	% Disagree	Number offering no view
1. I enjoy school	100	0	0
2. I find my lessons interesting and engaging	100	0	0
3. The school gives me the support I need to learn	100	0	0
4. I can get help if I need it	100	0	0
5. The school encourages me to do my best	100	0	1
6. I feel safe and happy at school	100	0	0
7. My views and ideas are listened to in class and in school	100	0	1
8. Behaviour is good in the school	100	0	0
9. Teachers are fair in the way they give rewards	90	10	0
10. Teachers are fair in the way they give sanctions	100	0	1
11. The school deals with bullying	100	0	0
12. There is a member of staff or senior pupil I can turn to if I have a problem	100	0	0

Part 3 Welfare, health and safety of pupils

2.8 The school meets the Regulations.

2.9 The safeguarding policy and procedures take into account the most recent requirements, including dangers of extremism. Arrangements have regard to official guidance. The school's designated persons for safeguarding communicate regularly with staff, ensuring that any changes to legislation and policy are immediately shared and implemented. The school has suitable links with local agencies. Teaching and non-teaching staff know the actions to be taken, including Prevent duties. The school has, and implements, appropriate arrangements to promote good behaviour. The anti-bullying policy takes into account official guidance and is followed by staff and pupils. A very small minority of parents' responses to the pre-inspection questionnaire expressed concern over the school's handling of bullying. Discussions with staff and a range of pupils, together with scrutiny of records of serious misbehaviour, indicate that the school takes accusations of bullying seriously and implements the policies as intended. [Paragraphs 7, 9 and 10]

2.10 The health and safety policy is comprehensive and takes into account appropriate legislation. Senior leaders take seriously their responsibility to ensure that statutory and regulatory requirements are met without delay, including appropriate provision for children's welfare in the EYFS and for those pupils with SEND. All necessary measures are taken to reduce the risk from fire and other hazards. Procedures are practised regularly and accurate records kept. Suitable risk assessments are undertaken, including for off-site visits. Appropriate action is taken to reduce or mitigate hazards. Supervision around the school is carefully planned to ensure required staffing ratios in all areas. Admission and attendance records are accurately maintained and properly stored. A suitable number of staff are trained in first aid, including paediatric first-aid training for the EYFS staff. The school's medical policy details appropriate protocols for the administration and recording of medicines, and procedures for dealing with accidents, emergencies and illness. Staff

are well informed with regard to the individual needs and conditions of all pupils. Those who become ill are well looked after. [Paragraphs 11, 12, 13, 14, 15 and 16]

Other legislation

- 2.11 The school has a suitable accessibility plan, taking into account the requirements of the Equality Act 2010. [The Education (Abolition of Corporal Punishment) (Independent schools) Regulations 1989]
- 2.12 The school clearly states that corporal punishment is not used or threatened. [Equality Act 2010]

Part 4 Suitability of staff, supply staff and proprietors

- 2.13 The school meets the Regulations.
- 2.14 Safer recruitment procedures which reflect official guidance are securely in place covering staff, supply staff and governors, and are implemented as intended. The single centralised register of appointments is accurately kept, together with supporting information held in staff personnel files. [Paragraphs 17, 18, 19, 20 and 21]

Part 5 Premises and accommodation

- 2.15 The school meets the Regulations.
- 2.16 The school premises are well maintained and, the health, safety and welfare of pupils is a high priority. The toilet and washing facilities provided solely for pupils are sufficient in number and are of appropriate design, as are those intended for use by disabled pupils and adults. Regular maintenance checks by internal staff and appointed contractors ensure that the premises are suitable for use by pupils and staff. The school accommodation is suitable in terms of acoustic properties, and in illumination; outdoor areas are well lit to allow pupils and others may enter and leave the premises in safety. Drinking water is available at all times, is clearly labelled and is separate from toilet facilities. Toilet and washing facilities have suitable supplies of hot and cold water; hot water outlets do not pose a scalding risk. [Paragraphs 23, 25, 26, 27, 28]
- 2.17 The medical room provides suitable accommodation for pupils who are unwell. It includes integral washing and nearby toilet facilities. Pupils have access to secure and safe outdoor play and learning areas. An attractive local garden and outdoor classroom learning area are also used to enhance their learning. [Paragraphs 24 and 29]

Part 6 Provision of information

- 2.18 The school meets the Regulations.
- 2.19 Parents of current and prospective pupils are provided with the required information about the school. This is available to the relevant authorities should it be requested. The school has a comprehensive website which includes the previous inspection report, the school's academic performance and a range of policies including welfare and safeguarding, first aid, arrangements for admissions, misbehaviour and exclusions, curricular and extra-curricular provision, behaviour including anti-bullying, and complaints. Parents receive detailed reports which indicate work covered, attainment, progress and targets for improvement. [Paragraph 32]

Part 7 Manner in which complaints are handled

2.20 The school meets the Regulations.

2.21 A suitable complaints policy is available on the school's website. It sets out clear time scales for the management of a complaint. The school has an open-door policy and encourages parents to immediately share concerns and complaints on an informal basis in the first instance. There is a formal procedure for a complaint to be put in writing if a parent is not satisfied with the school's response at stage one. If the complaint is not resolved at stage two, the school has clear procedures for arranging a hearing before a panel consisting of at least three people who are not directly involved in matters detailed in the complaint, one of whom must be independent of the management and running of the school. The policy states that parents may be accompanied at a panel hearing if they wish and that findings and recommendations are confidential, and will be provided to the complainant and, where relevant, the person complained about. All concerns and complaints are recorded in detail with actions taken. Records confirm that no complaint has been taken to the panel stage. [Paragraph 33]

Part 8 Quality of leadership and management

2.22 The school meets the Regulations.

2.23 The leadership of the school is committed to ensuring that the school consistently meets the regulatory requirements. A comprehensive induction and training programme enables staff to develop the knowledge and skills to ensure that the school policy is fully implemented, and that pupils are safe and well educated in a nurturing and thriving environment. [Paragraph 34]

What are parents' views of the school?

Parents are asked to respond as 'agree' or 'disagree' with the option to specify 'no view' or not to answer individual questions. One hundred and twenty-seven parents responded to part or all of the questionnaire. The table below shows the proportions of parents who responded 'agree' or 'disagree' in relation to each question, and the number who didn't offer a view.

Percentage return:	% Agree	% Disagree	Number offering no view
1. My child is happy at the school.	100	0	2
2. My child is making good progress at the school.	99	1	3
3. My child feels safe at the school.	100	0	1
4. My child is well looked after at the school.	100	0	1
5. The school actively promotes good behaviour.	100	0	0
6. There is someone for my child to go to if problems arise in the school.	98	2	24
7. The school welcomes my views.	98	2	29
8. The school deals well with bullying.	100	0	61
9. Behaviour is well managed.	100	0	9
10. I receive good information about my child's progress, the school's policies and activities/events.	96	4	3
11. I receive timely responses to my questions, concerns and complaints.	100	0	13
12. My child has access to a broad curriculum.	100	0	5
13. My child's individual educational needs are being met at school.	100	0	13
14. I would recommend the school to another parent.	100	0	2

3. SUMMARY OF REGULATORY COMPLIANCE

	All requirements met?
Part 1 Quality of education provided (curriculum)	Yes
Part 1 Quality of education provided (teaching)	Yes
Part 2 Spiritual, moral, social and cultural development of pupils	Yes
Part 3 Welfare, health and safety of pupils, including Other legislation	Yes
Part 4 Suitability of staff, supply staff and proprietors	Yes
Part 5 Premises and accommodation	Yes
Part 6 Provision of information	Yes
Part 7 Manner in which complaints are handled	Yes
Part 8 Quality of leadership and management	Yes

Action points

3.1 The school meets all the regulatory requirements.

Progress since the previous inspection

3.2 The two required actions from the previous inspection in 2012 were:

1. Make backup copies of the admission register not less than monthly, and keep the copies for three years.
2. Ensure that arrangements are made to safeguard and promote the welfare of pupils at the school, regarding checks or supervision for volunteers, and ensure that such arrangements have regard to any guidance issued by the Secretary of State.

Both have been fully met.