

Quinton House School

Independent school light-touch inspection report

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PURPOSE AND SCOPE OF THE INSPECTION

This inspection was carried out by Ofsted under Section 162A of the Education Act 2002, as amended by schedule 8 of the Education Act 2005, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.^{1, 2}

This was a light touch inspection which focused principally on the quality of education provided by the school; its provision for the pupils' spiritual, moral, social and cultural development; the arrangements for safeguarding pupils and the improvements the school has made since its last inspection.

INFORMATION ABOUT THE SCHOOL

Quinton House is situated in Upton on the outskirts of Northampton. It is located in a Grade 1 listed building within extensive grounds and the accommodation includes a converted stable block, a newly constructed sports hall with a drama studio and five additional classrooms. The school aims '*to be a value driven school which promotes integrity, respect and endeavour*'. It was founded in 1963 and has been owned by Cognita Schools Ltd since 2004. The school offers educational provision for students aged two to 18 years. There are 373 students currently on roll and five students have a statement of special educational needs. Admissions to the school are based on students' attitude to learning and behaviour. There are 43 children in the Early Years Foundation Stage; all of these are currently in receipt of the nursery education grant. The Early Years Foundation Stage consists of a Nursery class for children aged two and three years and a Reception class.

The school was last inspected in January 2008 and the current Principal was appointed in February 2009.

EVALUATION OF THE SCHOOL

Quinton House school is highly successful in fulfilling its stated aims because the passionate inspiration of the Principal engenders an ethos in which all students feel valued and nurtured. In this family climate, students are exceptionally well cared for and their spiritual, moral, social and cultural development is outstanding. The quality of education provided is good and the behaviour of students is outstanding. Provision for children in the Early Years Foundation Stage is good. The school has acted well on the recommendations of the last report and continues to meet all the requirements for registration. Safeguarding requirements are met.

¹ www.opsi.gov.uk/acts/acts2002/ukpga_20020032_en_14#pt10-ch1-pb4-l1g162

² www.opsi.gov.uk/ACTS/acts2005/ukpga_20050018_en_15#sch8

QUALITY OF EDUCATION

The overall quality of education is good. The good curriculum is carefully planned to meet the range of needs and interests of the students. As a result they make good progress in their learning and some make outstanding progress. Particular strengths of the curriculum are mathematics and modern foreign languages where teaching is of high quality and students make outstanding progress. There is good provision for physical education and the students particularly enjoy a wide range of extra-curricular activities, including fishing and trampolining. The school has extensive indoor and outdoor space on site to undertake physical education throughout the year. Students identified with special educational needs and/or disabilities are supported well by the curriculum. For example, where appropriate, students in Key Stage 4 are provided with extra literacy support instead of studying a second modern foreign language.

Clearly structured curriculum plans are in place for all subjects and good emphasis is given to the teaching of English and mathematics. However, the curriculum to develop writing in the Early Years Foundation Stage is primarily based around a structured scheme which limits opportunities for children develop their writing skills. The school has a wide range of provision for information and communication technology which is effectively used to develop students' technological skills. Some of the older students reported that they particularly enjoyed keeping the school website up to date. The curriculum for personal, social and health education (PSHE) is taught through tutor periods in the senior school and science lessons in the junior school. The PSHE curriculum ensures that students have a secure understanding of how to stay healthy and safe. Students enjoy and benefit from a wide range of stimulating visits and activities that enrich the curriculum. For example, students report that they particularly valued a visit to Ypres which gave them a valuable insight into their history studies.

The effectiveness of teaching and assessment in meeting the full range of students' needs is good. The quality of teaching is good, and in some of the lessons observed during the inspection it was outstanding. Teachers throughout the school know their students very well, and because of this they plan lessons which take account of individual needs. Teachers are developing a wider range of strategies to engage their students. For example, students in Year 11 were enjoying a mock job interview role play activity where they worked maturely in pairs, giving feedback to each other on their performance. In some lessons the teaching is formal in style, particularly where the learning of knowledge is emphasised. In these lessons, opportunities for students to develop their skills as independent learners are less well developed.

In the junior school the learning environment is calm and purposeful. Students enjoy positive relationships with each other and with the staff. Students' attitudes to learning across the school are first class; they show a strong desire to learn and are enthusiastic and eager for new knowledge and skills. In the senior school teachers' subject knowledge is excellent and promotes effective questioning. Students

identified with special educational needs and/or disabilities make good progress due to the thoughtful organisation of the curriculum, and the diligent care and support they receive from teachers and support staff.

The school has made significant progress in improving the quality of assessment since the last inspection. The quality of assessment is a strength of the school and there are robust systems in place for tracking students' progress and setting targets for further improvement. As a result of a robust tracking system, any students falling behind in their learning are quickly identified and appropriate support put in place. The school's own data including a range of external tests and inspection evidence indicates that students are making good progress across the school. Some students make outstanding progress, particularly in mathematics and modern foreign languages. In Key Stage 5 students meet their challenging targets and achieve particularly well at grade A and A*.

SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT OF THE PUPILS

The quality of provision for students' spiritual, moral, social and cultural development is outstanding. Parents typically comment, 'My children enjoy school and are developing into confident, caring individuals.' Students are confident, articulate young people who demonstrate palpable enjoyment in all aspects of school life. Personal development is a strength because the Principal and teachers successfully nurture the abilities of each student through praise and high quality care. One parent typically commented: 'I never thought I would find a school that suited both of my daughters who are so very different. If my children are happy then so am I.' The well being of each individual student is at the heart of the school's ethos and a high priority for all staff. Consequently, students report that they feel safe and secure. Students are clear that any instances of bullying are very rare and effectively dealt with by staff. Students enjoy school, as shown by the high rates of attendance and their outstanding behaviour. As they move through the school students are encouraged to develop a sense of responsibility as they undertake roles such as monitors, school council and guild members or leading extra curricular activities. Attainment is high and as a result students are very well prepared for their future economic well-being. Students come from a wide range of backgrounds. They have a strong sense of their own culture and faith, and get on very well together. The good curriculum provides regular opportunities for students to develop their understanding of different cultures and faiths. In addition, the PSHE programme contributes positively to students' knowledge of democracy and being a good citizen.

SAFEGUARDING PUPILS' WELFARE, HEALTH AND SAFETY

Provision for students' safeguarding, welfare, health and safety is outstanding. The school provides a very calm, well ordered and safe environment. Small class sizes and good staffing levels mean that students are well supervised at all times. Staff recruitment procedures follow national guidance and the required checks are

meticulously recorded. Very good attention is given to health and safety through regular fire evacuations, checks on equipment and first aid procedures. The school's safeguarding policies, including those for child protection, are rigorously implemented and monitored. All staff have received appropriate training in safeguarding and two senior members of staff have attended the higher level training for child protection. Students demonstrate a keen awareness of keeping themselves safe. They report that they feel very safe in school and any concerns that they may have are quickly dealt with by staff. Parents and carers agree, typically commenting, 'When there have been problems we have been impressed with the support we have received from the Principal and senior staff.' Healthy break time snacks of fruit for younger students, alongside a good science curriculum promoting healthy eating and an extensive range of sporting clubs all contribute to students' outstanding understanding of how to keep themselves healthy. In addition, students in Key Stage 5 participate in regular timetabled sporting activities. The school has sensible plans in place to improve accessibility and Disability Discrimination Act requirements are met.

EFFECTIVENESS OF THE EARLY YEARS FOUNDATION STAGE

The overall effectiveness of the Early Years Foundation Stage is good and the requirements of the Early Years Register for the under-3s are met. Children join the Nursery with skills that are broadly in line with expectations for this age. They make good progress, particularly in developing their speaking and listening and personal and social skills. The Nursery and Reception classes are welcoming learning environments. They are well resourced and organised. Children have access to generous outdoor spaces effectively promoting the development of creative and social skills. For example, good use was made of the school woodland area enabling nursery children to thoroughly enjoy exploring the changing seasons and to build a shelter for a small animal. Teachers are adept at keeping useful notes on children's work and progress which are used effectively to plan activities. Learning journey logs are well developed and provide a robust record of children's progress. The school is aware of the need to extend opportunities for children to develop their writing skills further across the curriculum. The quality of teaching is good and staff work closely with parents and carers, getting to know the children well and developing strong partnerships. One parent typically commented, 'Nursery is a very happy environment for my child to flourish.' Good leadership and management ensure that there is close teamwork between all adults and planning is detailed.

COMPLIANCE WITH REGULATORY REQUIREMENTS

The proprietor has ensured that the school meets The Education (Independent School Standards) (England) Regulations 2010, schedule 1 ('the Regulations').

WHAT THE SCHOOL COULD DO TO IMPROVE FURTHER

While not required by regulations, the school might wish to consider the following points for development:

- Plan opportunities for all students to develop their skills as independent learners.

INSPECTION JUDGEMENTS

Outstanding	Good	Satisfactory	Inadequate
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The quality of education

Overall quality of education		✓		
How well the curriculum and other activities meet the range of needs and interests of pupils		✓		
How effective teaching and assessment are in meeting the full range of pupils' needs		✓		
How well pupils make progress in their learning		✓		

Pupils' spiritual, moral, social and cultural development

Quality of provision for pupils' spiritual, moral, social and cultural development	✓			
The behaviour of pupils	✓			

Welfare, health and safety of pupils

The overall welfare, health and safety of pupils	✓			
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The quality of the Early Years Foundation Stage provision

Outcomes for children in the Early Years Foundation Stage		✓		
The quality of provision in the Early Years Foundation Stage		✓		
The effectiveness of leadership and management of the Early Years Foundation Stage		✓		
Overall effectiveness of the Early Years Foundation Stage		✓		

SCHOOL DETAILS

School status	Independent		
Type of school	Day		
Date school opened	1963		
Age range of pupils	2–18		
Gender of pupils	Mixed		
Number on roll (full-time pupils)	Boys: 201	Girls: 161	Total: 362
Number on roll (part-time pupils)	Boys: 15	Girls: 4	Total: 19
Number of pupils with a statement of special educational needs	Boys: 4	Girls: 1	Total: 5
Number of pupils who are looked after	Boys: 0	Girls: 0	Total: 0
Annual fees (day pupils)	£7500		
Address of school	Upton Hall, Upton, Northampton, NN5 4UX		
Telephone number	01604 752050		
Email address	info@quintonhouseschool.co.uk		
Principal	Mr Geraint Jones		
Proprietor	Cognita Schools Ltd		