Regulatory Compliance and Educational Quality Inspection Report

Burlington House School

November 2022

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School's Details

School	Burlington House School			
DfE number	205/6395			
Address	Burlington House School Bishops Avenue Fulham London SW6 6EG			
Telephone number	0207 610 9018			
Email address	office@burlingtonhouseschool.com			
Principal	Mr Koen Claeys			
Proprietor	Cavendish Education Group			
Age range	7 to 21			
Number of pupils on roll	176			
	Prep	51	**Seniors**	62
	Sixth Form	63		
Inspection dates	22 to 24 November 2022			

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1. Background Information

About the school

1.1 Burlington House School is an independent co-educational day school catering for the needs of pupils with special educational needs and/or disabilities (SEND). The school is divided into three sections: the prep school for pupils aged 7 to 13 and the senior school for those aged 13 to 16 are located in Fulham. The sixth form is situated on a separate site in Ravenscourt Park. The school is overseen by Cavendish Education Group, who form the governing body. In September 2022, the school changed its name from The Moat School to Burlington House School.

What the school seeks to do

1.2 The school aims to provide a safe, warm, caring and stimulating environment that enables pupils to develop their skills, talents, resilience and self-confidence and so to realise their full academic potential and to live worthwhile and independent lives.

About the pupils

1.3 Pupils come from a range of backgrounds and most live within a 20-mile radius of the school. Data provided by the school indicate that the ability of the pupils is below average compared with those taking the same tests nationally. The school has identified 176 pupils as having special educational needs and/or disabilities (SEND), such as dyslexia and other conditions. There are 143 pupils with an education, health and care (EHC) plan. English is an additional language (EAL) for nine pupils all of whom receive additional support. The school identifies 40 pupils as being more able in its population, including pupils who have special talents in creative and performing arts, and the curriculum is modified for them.

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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 REGULATORY COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY. The 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.

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 standards and requirements can be found here: The Education (Independent School Standards) Regulations 2014.

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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 Pupils take GCSE/A-level examinations in their final year at the school. The small numbers involved prevent reliable comparison with national averages, but inspection evidence confirms that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).

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 Pupils receive relationships education in the prep school and relationships and sex education in the senior school, except in so far as they are lawfully excused. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.

2.6 The standards relating to the quality of education [paragraphs 1–4] are met.

PART 2 – Spiritual, moral, social and cultural development of pupils

2.7 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens.

2.8 The standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.

PART 3 – Welfare, health and safety of pupils

2.9 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.

2.10 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

2.11 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required.

2.12 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

2.13 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.

2.14 The standards relating to the premises and accommodation [paragraphs 22–31] are met.

PART 6 – Provision of information

2.15 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.

2.16 The standard relating to the provision of information [paragraph 32] is met.

PART 7 – Manner in which complaints are handled

2.17 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.

2.18 The standard relating to the handling of complaints [paragraph 33] is met.

PART 8 – Quality of leadership in and management of schools

2.19 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.

2.20 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 make rapid progress, achieving excellent academic and vocational successes.
- Pupils develop well-honed study skills from an early age and employ their digital skills effectively to support their learning.
- Pupils develop excellent communication skills over time. They speak with ease and confidence.
- Pupils are highly resilient in overcoming individual barriers to learning.
- Pupils achieve well in a broad range of activities beyond the classroom, particularly in the creative and performing arts.

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

- Pupils have a highly developed understanding of how to keep themselves healthy and safe, including online. They deal positively with life's challenges and seek help when appropriate.
- Pupils' excellent understanding of the skills needed to pursue a range of career choices enables them to make worthwhile choices about the next steps in their education.
- Pupils are extremely caring and respectful. They develop positive relationships with each other and with the staff.
- Pupils have a strong sense of community. They are adept at working in collaboration with one another and are keen to help those in need both in the UK and overseas.
- Pupils are appreciative of others' differences and have a well-developed understanding of right and wrong.

Recommendation

3.3 The school is advised to make the following improvement.

- Strengthen pupils' achievements still further by ensuring that activities consistently have the pace and challenge to promote independent learning.

The quality of the pupils' academic and other achievements

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

3.5 Across the school and in a range of subjects, pupils of all ages and abilities, including those with EAL, make rapid progress in relation to their individual starting points. Activities and resources challenge and interest pupils and are well matched to their individual needs and abilities. Leaders and governors promote the school's aims effectively by ensuring that all pupils develop their skills and talents and achieve well in their academic and vocational studies. In Year 11, pupils complete GCSE courses in a range of academic, practical and artistic subjects and entry-level qualifications in English, mathematics and science. In the sixth form, pupils successfully complete A-levels and vocational courses in subjects ranging from mathematics, politics and physics to performing arts, child development and sport. The number of pupils in the school is too small for comparison of its GCSE and A-level results with national averages to be meaningful. However, comparison of the number and range of qualifications shows a trend of increasing success in the last two years. In their responses to the pre-inspection questionnaire, most parents agreed that teaching enables their children to make progress. Inspection evidence supports this view. Individual levels of success vary but outcomes indicate that pupils are resilient in overcoming their difficulties and individual barriers to learning. This is because of the effective learning approaches that the teaching, support and therapy staff teams have helped them to develop. For example, pupils have individual support strategies to help them to organise their writing, and sensory resources have helped them to improve their memories, concentration and speed in processing information. Occasionally, the pace of learning slows when lessons do not always begin promptly, or when pupils' talk is insufficiently focused or when activities are not sufficiently challenging.

3.6 Pupils enjoy success in a range of areas both within and beyond the school. They are keen to push themselves to achieve well in the creative and performing arts. They enjoy preparing for and taking part in national competitions in art and football. Pupils regularly and successfully take part in productions, including winning 'Fulham's got Talent'. The experience of performing in public helps pupils to become more confident and this was evident during a rehearsal of the school's forthcoming production of *Mary Poppins*. Almost all Year 10 pupils participate in The Duke of Edinburgh's Award (DofE) scheme and regularly achieve success at bronze, silver and gold levels. In their responses to the questionnaire, a very small minority of parents did not think that the school provided a suitable range of extra-curricular activities. However, inspectors found that pupils have many opportunities to develop new interests and skills by taking part in extra-curricular pursuits, ranging from bread-making to bicycle maintenance and from sewing to structural design clubs. They achieve well in these areas because leaders, teachers and support staff provide a positive environment in which all pupils receive the help they need to promote their learning. Leaders and governors drive the school's ethos by ensuring that pupils develop their skills, talents, resilience and self-assurance so that they are able to lead successful lives. In 2022, all pupils who left the school went into further education, training or employment, with some proceeding to university.

3.7 Pupils' knowledge, skills and understanding are excellent. For example in art, prep pupils were inspired by the works of the Japanese artist Yayoi Kusama. They demonstrated how they had honed their own printing skills and knowledge of three-dimensional techniques by producing work of high quality. They also considered what might be the artist's intended message in her work. Sixth form pupils demonstrated clear understanding in explaining gross profit margins in business studies. In an English lesson, older pupils confidently described how Shakespeare uses a variety of literary techniques to evoke pathos in *King Lear.* In a food technology lesson, senior pupils drew confidently on their knowledge of carbohydrates, fats and protein in order to plan healthy meals on a budget.

3.8 As pupils move through the school, they become highly confident and articulate communicators. Pupils demonstrate excellent speaking and listening skills due to leaders' promotion of public performance. For example, in a performing arts workshop sixth formers worked collaboratively to design an entertaining script about a mad scientist's eccentric experiments. Drawing on their

experience of performance, they successfully entertained a group of younger pupils by producing some innovative and amusing characterisations. In form time, prep pupils demonstrated strong listening skills and focus when they discussed the television news items, listened attentively and commented on each other's ideas. Pupils become fluent and expressive readers, supported by the consistent promotion of a love of reading. In an English lesson, senior pupils studying George Orwell's *Animal Farm*, demonstrated good reading skills and knowledge of different political systems, as well as the use of analogy to make a point. In a childcare lesson, sixth form pupils produced extended written work which provided helpful advice, set out in straightforward language, to a case study family about their child's social and physical needs.

3.9 Pupils' progress in developing understanding of numeracy is excellent. In their art workbooks sixth form pupils demonstrated effective use of their numeracy skills when calculating the correct amount of chemicals required for developing photographs in the dark room. In science, prep pupils recorded the time it takes to boil 100 millilitres of water. Here they confidently used measuring cylinders to calculate the volume of water left after boiling and converted the overall timing from minutes and seconds to seconds. Senior and sixth form pupils increase their agility in mental arithmetic and logic by regularly practising five-minute drill exercises. More able pupils extend their learning successfully through the provision of more demanding work and challenging resources.

3.10 Pupils are highly competent in their use and application of digital skills across the curriculum. For example, prep school pupils confidently logged onto an online platform to complete a quiz. Here they showed an impressive command of the technology by successfully navigating between different platforms and programmes. In a design and technology lesson, senior pupils skilfully created interesting designs using a sophisticated computer programme. They successfully transferred their existing designs to the laser-cutting software to produce their moulds made from metal and plastic. Sixth form pupils demonstrate strong digital skills when working with photographs using layers, filters, distortions, blends and hues to display impressive collages of utility items around the school, such as grates and mugs.

3.11 Pupils develop a comprehensive range of study skills as they progress through the school. In a science lesson, prep school pupils used the internet competently to research the safety precautions needed when using their new science laboratory. In an algebra lesson, senior pupils confidently articulated their hypotheses and understanding of written problems. They then translated them into algebraic expression and then algebraic equations, ready for solving. Here they used a combination of sound reasoning and application, together with excellent knowledge of mental arithmetic to solve the problems. Pupils develop excellent organisational skills that help them to meet deadlines. Senior pupils confirmed that they use an online time management programme in helping them prepare well for their GCSE examinations. Sixth form Extended Project Qualification (EPQ) assignments feature careful research and analysis, for instance in work on the role of art therapy in helping children with attention deficit hyperactivity disorder. The bibliography and references reveal wide-ranging and sophisticated research.

3.12 Pupils' excellent attitudes to learning can be seen in classrooms and beyond. They are particularly evident in pupils' perseverance and readiness to collaborate productively with their peers, supported by consistent staff attention to their individual needs. In a performing arts lesson, sixth form pupils worked independently during their warm-up activity. Their interest was facilitated well by knowledgeable and enthusiastic teaching and by the warm working relationships between adults and pupils, as well as between the pupils. Similarly, younger prep pupils collaborated well with each other during a rehearsal for the school play. Pupils are successful and enjoy their academic work. This is because the therapy and counselling teams provide them with suitable strategies to maintain their concentration for learning. Their confidence and resilience in believing, rightly, that they can overcome barriers to learning are further boosted by the knowledge that the senior team and staff are always very interested in their success.

The quality of the pupils' personal development

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

3.14 Pupils demonstrate excellent levels of self-knowledge and self-assurance and feel valued as individuals. Within and beyond the classroom, they approach their tasks with perseverance, encouraged by the pervading 'can do' ethos. Pupils learn how to act decisively when faced with physical or mental challenges when completing tasks for the DoE Award. They value the understanding and care given to them by support staff, which provide a springboard to their success. Across the school, pupils are taught a variety of strategies to help how to learn. For example, younger pupils are able to remember difficult spellings confidently by making connections between different words. In the sixth form, pupils appreciate how staff break down the key pieces of knowledge into smaller steps to make them easier to memorise. In the questionnaire, most parents agreed that the school encourages their children to be more self-assured and independent. Inspection evidence supports this view.

3.15 Pupils make wise and sensible decisions. They understand that the choices that they make now are likely to affect their future lives. For example, in a personal, social and health education (PSHE) lesson, senior pupils demonstrated a strong understanding about what constitutes a safe sexual relationship and the precautions needed to minimise the chances of contracting a sexually transmitted disease. In interviews with pupils, inspectors found that senior pupils and sixth formers had made very clear and well-informed decisions about the next stages of their education. For example, sixth formers confidently engaged with outside speakers at the careers fair to discuss potential university applications, both in the UK and USA. A small minority of pupils who responded to the questionnaire felt that the school does not always offer sufficient advice about subject choices and careers. However, inspection evidence indicates that provision for careers guidance is well organised and matched to pupils' differing needs, thus supporting them to make sensible choices. Pupils develop valuable life skills by choosing and successfully completing interesting work experience placements. This is as a result of the governors' commitment in providing financial support in securing such placements that give pupils the confidence to be successful in the workplace.

3.16 Pupils have an excellent understanding of the importance of maintaining a healthy lifestyle and keeping safe. This is largely because leaders and governors place a high priority on helping them to do so. Pupils display outstanding awareness of online safety. Most of those who responded to the questionnaire asserted that they know how to stay safe online. Senior pupils understand how to use complex machinery and tools in design and technology safely because they know the correct protocols for handling them and they wear appropriate protective equipment. Similarly in science, prep pupils had learned a special song which helps them to remember to follow safe practice when using the science laboratory. Pupils develop a mature awareness of issues which arise during adolescence, including an understanding of consent, strategies for navigating new social situations and keeping safe in personal relationships. They have a strong awareness of how to support their mental health and confidently discuss their concerns in a mature way. Pupils across the school know that it is important to have enough sleep, eat a balanced diet and take regular exercise.

3.17 The young people demonstrate a strong appreciation of the non-material and spiritual aspects of life, often expressed in art and music. Pupils understand how the personal challenges they and their peers have encountered can have a profound effect upon their sense of what is important in life. As a result, they are respectful of each other's feelings and perceptions. Throughout the school day pupils and staff were observed handling the school's therapy dogs, commenting that the relaxed and friendly nature of the animals made them feel calm and happy. Pupils recognise that learning can be tiring and demanding. Younger prep pupils regularly use yoga to help them to restore and refocus their concentration so that they can return to their learning invigorated.

3.18 Pupils develop a mature appreciation of diversity and cultures other than their own. For example, in a citizenship lesson, senior pupils eloquently answered questions on the implications of religion in the

workplace, the 2010 Equality Act and community cohesion. They were able to explain how carnivals are helpful in bringing communities together and why everybody needs to obey the law so that society can function successfully. Pupils learn to appreciate British culture by reading, seeing and hearing literature, art and music. During group discussions with inspectors about the nine characteristics that make us special, pupils demonstrated that they are extremely tolerant of each other's differences. They are respectful of diversity within the community and prepared to have open discussions about disability, ethnicity, gender, sexuality and religion. A very large majority of parents who responded to the questionnaire agreed that the school actively promotes values of democracy, respect and tolerance of other people. Inspection evidence supports this view. Following a visit to the Louise Bourgeois exhibition, *The Woven Child* at the Hayward Gallery, sixth form pupils successfully examined the long-standing connection between women and embroidery. Their analysis showed how a strong appreciation of how women were discriminated against by restricting their career aspirations and thus their potential to earn equivalent salaries to men.

3.19 Pupils make an excellent contribution to the lives of others in the school and the wider community. They support the school's aims by working together for the common good. Older pupils play a significant role in supporting the staff by mentoring younger pupils. The young people take a great pride in helping those less fortunate than themselves, playing an important part in fundraising for charities based in the UK and overseas. This includes helping the elderly with their gardening and dog walking, and supporting those who are disabled. Pupils spoke eloquently about making donations to support the homeless in the locality and raising funds for the local hospice. Further afield, pupils have raised funds to support disadvantaged pupils in a school in Cambodia. These activities enable pupils to understand and appreciate that anyone may encounter difficulties in their lives and to empathise with their plight. Leaders and governors have established effective links with local primary schools where sixth formers are able to share their passion and enthusiasm for music as well as their skills. Sixth form pupils develop strong self-confidence through activities such as setting up a video gaming club and volunteering at a local arts venue.

3.20 Pupils have outstanding levels of social development and work productively with others to share problems and achieve common goals. Older pupils take part in residential trips to Cornwall and Italy, engaging in many activities, including team-building exercises, that help them to work together more effectively. They develop skills of resilience and perseverance, particularly when things do not go according to plan. During a music lesson, senior pupils worked diligently as they played on tuned and untuned percussion instruments, taking turns to listen patiently to each other. They showed determination in practising their individual parts and then combining all the elements, while carefully counting beats in time. As part of the citizenship programme, older pupils successfully worked as a team to install a retro red telephone box on the school site. In partnership with the local community, it will be used as a book exchange, speakers' corner and art gallery.

3.21 Pupils' moral understanding and sense of responsibility for their behaviour towards others are excellent. They show courtesy and respect towards staff and their peers and develop strategies to manage their own behaviour. For example, pupils know that if they are struggling with their mood then it is fine to take a brief walk, go outside for a short break to relax, meditate and then return to the class. Most parents who responded to the questionnaire agreed that the school actively promotes good behaviour. Inspection evidence supports this view and that pupils have a strong awareness of right and wrong. In English, prep pupils confidently wrote in their workbooks about the way in which some of the characters in Palacio's *Wonder* show little moral concern for one another. In a history lesson, senior pupils explained the hierarchy of society in pre-war Russia and made insightful observations about how insecure life was for the peasants in contrast to the lives of the privileged royalty and aristocracy. They confidently identified the reasons for unrest among the peasants and made comparisons with modern-day inequalities.

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 the chair of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and visited form meetings. Inspectors visited 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 David Scott	Reporting inspector
Mrs Flora Bean	Assistant reporting inspector
Mr Christopher Emmott	Compliance team inspector (Former executive headmaster, ISA school)
Mr Edward Bond	Team inspector (Head, IAPS school)
Mr Ian Griffin	Team inspector (Deputy head, IAPS school)