

Connaught House School

47 Connaught Square, Hyde Park, London W2 2HL

Inspection dates

6–8 March 2018

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a good school

- The new principal is ambitious for all pupils' achievement. She works closely with the recently appointed headteacher to provide effective leadership.
- The proprietor has ensured that all the independent school standards are met, including the statutory requirements of the early years.
- Teaching, learning and assessment are good. As a result, pupils make strong progress in a wide range of subjects.
- Pupils' behaviour is exceptional. They are extremely polite, well mannered and friendly. They demonstrate excellent attitudes to learning.
- Pupils feel safe in school. They speak knowledgeably on how to keep themselves safe, especially when using the internet.
- Leaders and staff have successfully created a caring and nurturing environment in which pupils grow to be confident and successful learners. Pupils are extremely well cared for at school.
- The school's work to foster pupils' spiritual, moral, social and cultural development is effective. A wide range of activities and opportunities prepare pupils well to take on their role as citizens in British society.
- The curriculum is skilfully organised to motivate pupils in their learning. Pupils are offered a variety of learning opportunities which enable them to gain knowledge and understanding in a wide range of subjects.
- Pupils do not make as much progress as they could in humanities subjects because teachers set tasks which lack sufficient challenge. This prevents pupils from learning at a deeper level.
- Teaching in the early years is generally effective. While children currently in Reception make good progress overall, the most able children are not sufficiently challenged in writing. Consequently, they do not make the progress of which they are capable.

Compliance with regulatory requirements

- The school meets the requirements of the schedule to the Education (Independent Schools Standards Regulations 2014 ('the independent school standards') and associated requirements.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching and learning by ensuring that:
 - teachers consistently provide all pupils with opportunities to deepen and consolidate their learning in history and geography so that they make even better progress.
- Ensure that the most able children in Reception are given more opportunities to write at length and in a range of styles so that they make the progress of which they are capable in writing.

Inspection judgements

Effectiveness of leadership and management

Good

- The principal and the headteacher have high expectations and are uncompromising in their ambition for pupils at Connaught House School. Together, they accurately identify priorities to ensure that the school continues to improve. Leaders have made sure that all the independent school standards are met.
- The very large majority of parents and carers say that the school is well led and managed. Parents are appreciative of and value leaders' work. Typical comments from parents are 'Leaders guide pupils well in developing as independent and emotionally intelligent individuals' and 'Management listens not only to parents but also to pupils.'
- Leaders ensure that the curriculum is stimulating and engages pupils to learn. It is balanced with a breadth of subjects that include English, mathematics and other subjects, such as science, history and geography. Specialist teachers in physical education (PE), art, music and French are knowledgeable in their respective subjects, and are skilful in motivating pupils in their learning. Pupils develop good speaking and listening skills through a range of opportunities, such as poetry recital and debating. As a result, pupils develop a joy for learning and make good progress across most subjects in the curriculum.
- Extra-curricular activities offer a wide range of opportunities such as clubs, educational trips to museums and book fairs. Pupils can learn to play a musical instrument and those who do perform regularly to an audience at events, such as 'teatime' concerts and assemblies. Such opportunities contribute effectively to widening pupils' learning experiences and developing their personal and social skills. This in turn supports pupils' emotional well-being.
- Leaders foster pupils' spiritual, social, moral and cultural development effectively. British values are promoted well through the history curriculum, the personal, social, health and economic (PSHE) education, and clubs for older pupils. Pupils experience first-hand the process of election through events, such as debating and holding mock Brexit elections. Additionally, pupils visit the Houses of Parliament to learn about public institutions. Such rich and varied experiences prepare pupils well to take on their roles as responsible citizens in modern Britain.
- The school's arrangements for checking the performance of teachers are effective. Leaders regularly check the quality of teaching across the school and set areas for improvement for teachers. This monitoring involves regular visits to lessons, and checks on pupils' work and pupils' progress, all of which form part of the school's appraisal system. Teachers are set targets that align to the school's priorities and they are held to account for pupils' progress. The majority of staff who responded to Ofsted's staff survey agree that leaders use professional development to support their improvement.

Governance

- There is no governing body. The proprietor is represented by the principal who leads and manages the school effectively. She works closely with the headteacher and is fully involved in ensuring that the school continues to maintain and build on the current good

quality of education provided.

Safeguarding

- The arrangements for safeguarding are effective. Staff are well trained on safeguarding matters and are quickly able to spot changes in pupils' behaviour that may indicate that a pupil is at risk of harm. This includes dangers associated with extremism and radicalisation. Staff spoken to during the inspection know the school's internal procedures very well, should they need to raise any concern about a pupil. The principal ensures that all pre-employment checks are undertaken for staff in accordance with the latest guidance.
- During the inspection, the school was forced to follow its 'lockdown' procedures due to an incident in the local area. Leaders managed the process effectively and swiftly to ensure that pupils', staff's and visitors' safety and well-being were maintained throughout this period.
- The safeguarding policy is made available to parents via the school's website and reflects the latest statutory guidance. It provides detailed information on protecting pupils from potential harm and on promoting their welfare. Additionally, key contact details, including those of the local authority safeguarding officers, are provided.

Quality of teaching, learning and assessment

Good

- Teaching is strong, and pupils make good progress in a wide range of subjects. The principal and headteacher are well informed about each pupil's progress through their ongoing monitoring of teaching, learning and assessment. Pupils receive personalised targets to meet their learning needs. All the parents who responded to the inspection survey say that their children are taught well.
- Teachers have good subject knowledge. They are skilful in their use of questioning to check pupils' understanding and to extend their learning about the subject being taught. As a result, pupils make good progress in their learning.
- Teachers have high expectations of what pupils can do and achieve. They use their assessments effectively to plan learning activities that match pupils' needs, including the most able. However, leaders rightly acknowledge that this is not always the case in some areas of history and geography.
- Pupils and teachers enjoy positive relationships. Teachers know their pupils very well. The nurturing and caring environment motivates pupils in their learning. All of this contributes to the good progress pupils make.
- The work in pupils' mathematics books shows that pupils are typically learning well across a range of mathematical concepts. Teachers use resources effectively to develop pupils' understanding of key concepts. For example, pupils in Year 1 use the analogue clock correctly to tell time to the hour. All pupils, including the most able, are given plenty of opportunities to apply their mathematics to solve problems and develop their reasoning skills. Pupils apply their mathematical skills well in other subjects.
- Pupils read with fluency and expression and are developing good comprehension skills. Younger pupils use their phonics skills well to sound out unusual words. Pupils across the

school read poems aloud with expression and understanding. Teachers guide the most able pupils to select appropriately challenging texts, which they enjoy reading.

- The teaching of writing is effective. Pupils are taught to write in a range of styles and contexts. They use their good knowledge of grammar, punctuation and spelling. Teachers encourage pupils to use ambitious vocabulary to produce high-quality pieces of written work at the standards expected for their age.
- Pupils develop good understanding and skills in science. For example, as part of the topic on forces, pupils in Year 3 used their measurement skills to investigate which vehicle rolled the furthest from the top of the ramp.
- Adults provide effective support to pupils who have special educational needs (SEN) and/or disabilities. Teachers identify pupils' needs and provide them with well-targeted support to ensure that they achieve in the activities that are set. As a result, these pupils make good progress.
- Overall, work in pupils' history and geography books shows that they make progress in their knowledge, understanding and skills. However, teachers are inconsistent in the level of challenge for pupils in these subjects. This prevents pupils, and particularly the most able pupils, from gaining deeper understanding in these subjects.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Parents strongly agree that their children are extremely happy, safe and very well looked after at school. One parent typically commented, 'Children are challenged in a loving environment.' Pupils are confident, articulate learners who are proud of their achievements. They discuss their learning enthusiastically.
- Leaders and staff are dedicated to supporting pupils' emotional well-being. They ensure that mentoring systems are in place that provide pupils with opportunities to discuss any concerns. Pupils appreciate that they can also write their concerns down if they feel unable to speak to an adult. As a result, pupils trust adults and know that swift action will be taken to resolve any concerns if they arise.
- Pupils feel that bullying is a rare occurrence. They know the different forms of bullying, including cyber bullying. Leaders ensure that events, such as assemblies and Anti-Bullying Week, raise pupils' awareness of the need to be kind to each other. The school's records confirm that incidents of poor behaviour and bullying are very rare.
- Pupils are very aware of the different faiths and cultures that are represented in their school community. They show respect for each other and are tolerant of cultural differences.
- Pupils relish the opportunities provided to take on additional roles and responsibilities. Older pupils serve as excellent role models by taking on the role of monitors. For example, lunchtime monitors demonstrate care for the younger pupils in the school. This supports all pupils' social development and equips them well to become effective leaders in the future.

- Pupils demonstrate an understanding of eating healthily. They are offered excellent opportunities to keep fit through sporting activities offered through their PE curriculum and regular visits to the local park.
- Pupils told inspectors that they are safe and know how to stay safe. They are taught effectively how to keep safe through the school's PSHE education, assemblies and lessons. Pupils are extremely knowledgeable about how to keep themselves safe when using the internet.

Behaviour

- The behaviour of pupils is outstanding. Pupils' behaviour is exceptional in classrooms and around the school. They display excellent attitudes to learning. Pupils show high levels of concentration when working and settle very quickly to activities. They show respect for one another when sharing their ideas. All of this contributes to their strong progress.
- Leaders have been highly successful in implementing a behaviour management system which focuses on rewarding positive behaviour. Staff provide positive role models and apply the school's policy exceptionally well. Pupils appreciate the school's house points system, where they earn points for good behaviour and learning. This boosts their self-confidence as learners.
- Pupils are extremely polite, courteous and friendly. They listen attentively to each other, showing respect for their peers' views. This was evident doing their discussion with the inspector. They enjoy assemblies, showing their appreciation by applauding their peers' presentations enthusiastically.
- Pupils' enthusiasm for school and learning is reflected in their attendance. There are no exclusions and persistent absence is very low.

Outcomes for pupils

Good

- Good-quality teaching over time has resulted in pupils across the school making consistently strong progress across a range of subjects. The school assessment information and work in pupils' books show that all pupils make good progress in reading, writing and mathematics from their individual starting points.
- In 2017, pupils aged 11 performed well in all senior school entrance examinations. Pupils are very well prepared for the next stage of their education at the ages of 7, 8 and 11. They all received offers to continue their education at preparatory and secondary schools. This is also the case for the current 11-year-old pupils in the school.
- Assessment information also indicates that almost all pupils have a reading age that is above their chronological age.
- Pupils make good progress in science. The work in their books shows that they learn a range of science topics and are given opportunities to investigate scientific concepts. They use their numeracy skills well in investigations.
- Teachers mostly set challenging tasks for the most able pupils. As a result, these pupils make good progress. However, leaders are aware that this group of pupils could make even better progress in history and geography.

- Pupils who have SEN and/or disabilities receive effective support and targeted interventions to meet their learning needs. This has resulted in this group of pupils making good progress.
- Displays in classrooms and the work in pupils' books show that pupils make strong progress in a wide range of subjects. However, their progress in the humanities subjects is slowed down because sometimes activities do not sufficiently challenge all pupils.

Early years provision

Good

- Leaders provide effective leadership of the early years, which is well led and managed. They have ensured that all the independent school standards relating to the early years are met.
- Transition arrangements are effective. Leaders have forged strong partnerships with neighbouring nurseries. This enables adults to know the children's learning and development needs well when they start school. Consequently, children settle quickly into the Reception class.
- In 2017, the proportion of children who achieved a good level of development was above the national average. Teachers ensure that children acquire strong basic skills in literacy and numeracy. In addition, children develop emotional resilience and social and personal skills to become successful, confident learners. They are well prepared for their learning in Year 1.
- Teaching is effective in promoting children's learning and development. Adults use their assessments effectively to plan stimulating activities that enthuse children. For example, children cooperate well with each other and use their imagination to act out stories, such as 'The Elves and the Shoemaker'. Adults' effective use of questioning helps the children to retell stories, using appropriate language and story structure. This supports children's language development.
- Staff have received training on how to teach phonics effectively and use this knowledge well. As a result, children make good gains in their phonics knowledge and skills, which they use in reading and writing words and sentences.
- There is no outdoor provision on site. Adults take children to the local park daily, weather permitting, to support their physical development and learning. Children are given opportunities to practise and apply their skills and knowledge in woodland areas.
- Staff ensure that children have clear and well-established routines. As a result, children are very well behaved. All staff are trained in first-aid procedures for younger children. Children are extremely well cared for and kept safe in a calm and purposeful learning environment.
- Leaders ensure that parents are well informed of their children's learning and development through regular meetings with staff, coffee mornings and workshops. They receive regular updates about the learning that has taken place and that which is due to take place. This provides good continuity for learning at home.
- Leaders check children's progress in their learning and development effectively. Teachers plan stimulating activities that match the learning needs of most children. The work in children's learning journals and books shows that most children currently in the Reception

class are making strong progress. However, the most able children are not provided with enough opportunities to develop their writing across a range of styles. This limits their progress towards exceeding the end of year expectations.

School details

Unique reference number	101164
DfE registration number	213/6129
Inspection number	10026275

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, 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.

Type of school	Other independent school
School category	Independent school
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	66
Number of part-time pupils	0
Proprietor	Connaught House School Ltd
Principal	Victoria Hampton
Annual fees (day pupils)	£15,600 to £17,100
Telephone number	020 7262 8830
Website	www.connaughthouseschool.co.uk
Email address	office@connaughthouseschool.co.uk
Date of previous inspection	5–7 March 2013

Information about this school

- The principal took up her position in September 2017. The headteacher was appointed at the same time. Both leaders have been at the school in different roles previously as assistant principal and senior leader, respectively.
- There are no formal arrangements for governance.
- The school was last inspected in March 2013 when it was judged to be good.
- The school's ethos and aims are as follows: 'We specialize in developing each child's potential. We strive to nurture a thirst for learning and foster a love for independent enlightenment. The school stands for traditional family values where consideration and courtesy are as important as academic excellence. To this end we work closely not just

with the pupil but also with their family.'

- The early years provision comprises the Reception class and children attend on a full-time basis. There is no Nursery.
- There are no pupils who have education, health and care plans. The needs of pupils who have SEN mainly relate to speech and language or cognition and learning difficulties.
- There are no pupils who are looked after by the local authority.

Information about this inspection

- This full standard inspection took place with one day's notice.
- The inspector observed teaching and learning in a range of subjects, jointly with the headteacher. She scrutinised pupils' work in lessons and in books, mainly with teachers and the headteacher.
- The inspector met with one group of pupils. She also spoke with pupils in lessons, breaktimes and lunchtimes. She listened to pupils read from Years 2 and 5. The inspector attended an assembly.
- The inspector held meetings with the principal, headteacher and leaders. She also met with two teachers.
- The inspector considered the 23 responses to Ofsted's online questionnaire, Parent View, which included 18 free-text responses. She met with parents informally at the start of the school day.
- The inspector analysed the 13 responses to Ofsted's staff survey.
- The inspector scrutinised a wide range of school documentation, including documents related to safeguarding, the school's self-evaluation, plans for improvement and the school's information relating to pupils' progress and attainment.

Inspection team

Rajeshree Mehta, lead inspector

Ofsted Inspector

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