



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Report

Halliford School

November and December 2022

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School's Details

School	Halliford School			
DfE number	936/6503			
Registered charity number	312090			
Address	Halliford School Russell Road Shepperton Middlesex TW17 9HX			
Telephone number	01923 223593			
Email address	reception@hallifordschool.co.uk			
Headteacher	Mr James Davies			
Chair of governors	Mr Kenneth Woodward			
Age range	11 to 18			
Number of pupils on roll	448			
	Seniors	367	Sixth Form	81
Inspection dates	29 November to 1 December 2022			

1. Background Information

About the school

- 1.1 Halliford School is an independent day school located in Shepperton, Middlesex. It was founded in 1921 and moved to its present site in 1929. The school comprises the senior school for male pupils and a co-educational sixth form. The school is a limited company overseen by a board of governors who are also trustees of the charity.
- 1.2 Since the previous inspection the school has opened new music technology facilities, new science laboratories and built a new learning resource centre.

What the school seeks to do

- 1.3 The school aims to provide a warm-hearted community with strong family values. It seeks to provide high-quality teaching and learning, outstanding pastoral care, first-class sporting, cultural, and co-curricular opportunities, and to support pupils so that they may flourish.

About the pupils

- 1.4 Pupils come from a range of families with professional and business backgrounds, mostly living within 20 miles of the school. The ability of pupils on entry to the school is above average overall compared to those taking the same tests nationally. The school has identified 45 pupils as having special educational needs and/or disabilities, including dyslexia, dyspraxia, and other emotional needs, all of whom receive support in the classroom or additional specialist help. Three pupils have an education, health and care (EHC) plan. No pupil in the school speaks English as an additional language (EAL). Data used by the school have identified 66 pupils as being more able in the school's population, and the curriculum is modified for them and for 42 other pupils because of their special talents in sport, music, art and drama.

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 FOCUSED COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY. The FOCUSED 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. In this focused compliance inspection, key standards have been inspected in detail. These are the standards on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety; arrangements to check the suitability of staff; the provision of information; the handling of parents' complaints; and other related aspects of leadership and management. The remaining standards and requirements are deemed to continue to be met unless evidence to the contrary has been found.

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](#).

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 GCSE and A-level results in the years 2019 to 2022 confirm that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 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.
- 2.4 Pupils receive relationships and sex education, 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.
- 2.5 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 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.

2.13 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 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.

2.15 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.

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 are highly motivated and are keen to learn.
- Pupils demonstrate strong progress from their given starting points and attain very well in examinations.
- Pupils are eloquent and articulate, confidently expressing their views in and out of the classroom.
- Pupils are extremely successful in a range of activities, especially in sport, art, music and drama.
- Pupils confidently apply their excellent skills in numeracy and information and communication technology (ICT) to enhance their learning across the curriculum.

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

- Pupils develop excellent self-understanding, self-belief and self-confidence as they mature through the school.
- Pupils are well-behaved, polite and respectful, and build strong relationships with each other and with the staff.
- Pupils are happy to be themselves in an environment where diversity is accepted and celebrated.
- Pupils collaborate extremely well with each other in and out of the classroom.

Recommendation

3.3 The school is advised to make the following improvements.

- Ensure that all pupils are consistently challenged so that they develop and apply their higher-order thinking skills in all lessons.

The quality of the pupils' academic and other achievements

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

3.5 In 2022, three-fifths of A-level results were graded A* to B. This was mirrored by teacher- and centre-assessed results in 2020 and 2021, when around four-fifths of examination entries achieved a similar grade. As a result, most pupils gain places at their first choice of university, some with highly selective entry requirements. Pupils' performance at GCSE reflects a similar picture. In 2022 around a third of results were at grades 9 to 7. In 2020 and 2021 in the teacher- and centre-assessed results, about half the results were at the top three grades. Data provided by the school indicate that in public

examinations, pupils attain examination grades at least in line with and often beyond the level expected for their ability, indicating strong progress from their starting points. Pupils with SEND achieve in line with their peers as a result of the effective provision available and support offered by the learning resource centre. Almost all parents who responded to the pre-inspection questionnaire agreed that teaching enables their child to make progress and that their child's needs are met effectively.

- 3.6 Pupils of all ages display excellent levels of knowledge skills and understanding in a wide range of subjects. In the questionnaire, a very large majority of pupils felt their skills and knowledge improve in most lessons. Evidence from lesson observations, pupil interviews and the scrutiny of pupils' work supports these views. For example, in a classical civilisation lesson, Year 10 pupils displayed a detailed knowledge of the *Odyssey*, allowing them to quote with ease and contribute to a discussion of major themes. In French, pupils demonstrated a very secure knowledge of vocabulary, which they deployed accurately. Pupils' solid base of knowledge gives them confidence to explore new areas of learning, to take risks and to ask questions to broaden their understanding. For example, in a Year 8 religious studies lesson, pupils used their knowledge of Islam accurately to debate the rights of Muslim women in different societies. Pupils have a deep understanding of subject-specific techniques in many subjects, as seen in a Year 8 drama lesson where pupils skilfully used Brechtian ideas when devising and performing their own pieces. Throughout the school, pupils' art and ceramic work evidences their excellent creative skills and, in design technology, pupils quickly learn and apply their practical skills to produce high-quality products. Beyond the classroom, pupils discover and develop their talents and gifts in a wide variety of extra-curricular activities. All pupils, including those with SEND, make rapid progress in developing their knowledge, skills and understanding. This is because of the specialist help and encouragement they receive to achieve their potential from committed staff, who know the pupils well.
- 3.7 Pupils are excellent communicators. They are fluent, articulate and adept at using language carefully to express complex ideas in lessons. For example, in a Year 9 chemistry lesson, pupils accurately explained their understanding of ionic bonding. In many lessons, pupils debate logically and discuss animatedly, such as in a year 10 Latin lesson, where they argued persuasively about the merits of different classical heroes. Pupils use language respectfully and supportively to encourage one another, as seen in a Year 7 music lesson, where they sensitively offered constructive criticism to help others improve their performances. Similarly, in a Year 8 physical education (PE) lesson, pupils offered helpful advice to one another when analysing dribbling techniques in football. Pupils of all ages engage naturally and warmly in conversation with each other, staff and visitors. They show a genuine delight in meeting other people. In lessons and in discussion groups, pupils listen attentively to others' opinions before offering their own. Pupils' written work shows high levels of literacy, exhibiting clear structure, coherent argument and the ability to write for a range of audiences.
- 3.8 Pupils are highly competent mathematicians. Pupils of all ages display an extremely strong grasp of numerical concepts and methods, which they apply confidently to solve problems in mathematics lessons. In a Year 12 mathematics lesson, pupils skilfully computed the variance of data sets. In Year 9, pupils were adept at manipulating algebraic equations. Pupils confidently use their skills in numeracy to support their learning in other subjects. For example, in a Year 9 physics lesson, pupils calculated acceleration rates successfully and in an economics lesson, Year 12 pupils effortlessly computed proportional changes in supply, in response to price elasticity. Throughout the school, pupils' evident enjoyment of mathematics is facilitated through their regular involvement and success in various external competitions.
- 3.9 Pupils' ICT skills are extremely strong. They use their devices naturally and frequently both to support and to develop their learning. Pupils of all ages use ICT skilfully to record and review their work and as a research tool. In many lessons, pupils use their devices expertly to share ideas and facilitate group work to build a broader understanding. For example, in a Year 12 music technology lesson, pupils displayed advanced skills when using ICT to manipulate settings for a wind effect in their composition

and to share understanding of how to frame aural soundscapes. Pupils with SEND use ICT well to support their learning across the curriculum, sometimes employing specialist software to help them access the curriculum and to present their work. Pupils' development of excellent ICT skills has been supported through investment by the school's leadership and management in ICT resources and training.

- 3.10 Pupils have excellent attitudes to learning. In their questionnaires, most pupils said they found their lessons interesting. Observations by inspectors confirmed that pupils enjoy their work and are eager to do well. Pupils are keen to take risks and not afraid to make mistakes in their learning. For example, in a Year 8 German lesson, pupils enthusiastically experimented and developed their understanding of word order through physical movement around the classroom. Pupils are also keen to help each other to do well, as seen in a Year 12 design technology lesson where pupils helped one another to gain a fuller understanding of the processes being discussed. Pupils voluntarily use online platforms to supplement their learning, often engaging in healthy competition with their peers. Pupils of all ages set ambitious but realistic targets for themselves, encouraged and supported by their teachers, who offer clear and helpful feedback in lessons and in pupils' workbooks.
- 3.11 Pupils often display excellent study skills. They think creatively, question perceptively and analyse incisively. In their extended project qualification (EPQ) work, sixth-form pupils exhibit a wide range of such higher-order thinking skills in their planning, research, evaluation and synoptic reasoning. In the philosophy club, pupils creatively linked their knowledge of ancient thinkers to a discussion of Machiavelli and illustrated their arguments with contextual examples from history and literature. In lessons, pupils frequently take charge of their learning to extend their knowledge and deepen their understanding. For example, in art, Year 12 pupils research widely as they experiment with different methods of producing ceramics. Pupils collaborate naturally and supportively in lessons, as seen in a Year 10 French lesson where they worked together productively to translate sentences, gently correcting any mistakes. Pupils are innately curious and questioning and they often seek to understand the wider context of their studies, as seen in a year 10 physics lesson, where pupils were eager to ask perceptive questions about gravitational forces. However, in a small minority of lessons, pupils' natural curiosity is inhibited by tasks which lack challenge or were repetitive, or by teaching that was very directive. As a result, in these lessons, pupils made less progress and applied their higher-order thinking skills less well.
- 3.12 Pupils excel in a wide range of academic and other activities. In the questionnaire, all parents agreed that the school provides a suitable range of extra-curricular activities. Inspectors' observations and conversations with pupils confirmed that most pupils lead busy and fulfilling lives beyond the classroom. Pupils achieve high levels of success in team and individual sports. In rugby, senior and junior teams have won the Middlesex championships and the regional super-eights competition. Individual pupils are in national squads for cricket, hockey and tennis, and several pupils are members of premier league football academies. In drama, the majority of pupils who enter for LAMDA qualifications achieve merits or distinctions and a number of individual pupils are involved in professional stage and film productions. Similarly, pupils achieve highly in their music examinations and the school is represented in the National Youth Orchestra. Pupil participation and success rates in DofE are extremely high through to gold level. Pupils also achieve considerable success in mathematics and science Olympiads. Pupils of all ages are strongly encouraged in their pursuits outside the classroom by leaders, staff and governors who take a keen interest in their achievements.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils develop excellent self-confidence and a high degree of self-awareness as they move up the school. Year 7 pupils spoke joyfully about how they have quickly settled in and already feel valued members of the school community. Pupils display a strong sense of self-discipline in their studies and

in their extra-curricular activities, persevering to develop their skills and viewing mistakes as learning opportunities. This was evident in a Year 8 mathematics lesson, where pupils tackled increasingly complex multi-stage problems on areas of triangles and rectangles. It was also seen in a Year 12 drama lesson, where pupils worked hard to perfect their accents and characterisation. Pupils have an extremely mature understanding of their academic strengths and relative weaknesses because teachers' expectations are clear and the feedback on pupils' work helps them to reflect on their achievements and set personal targets for improvement. Pupils of all ages are keen to assume positions of leadership and spoke about how serving others helps to develop self-knowledge and build their self-esteem.

- 3.15 Pupils of all ages make informed and wise decisions. In practical lessons, such as science and design technology, pupils make safe decisions when handling tools and equipment. Older pupils feel well-prepared as they make subject choices or consider post-sixth form options because of the individual guidance offered by staff. Pupils enjoy voicing their opinions and influencing school policy. In recent times, pupils have argued successfully through the school council for changes in school communications and have been influential in re-organising how the tuck shop queue operates. Pupils of all ages enjoy making positive choices about joining sports teams or being involved in extra-curricular activities. Pupils spoke appreciatively to the inspectors about how the comprehensive personal, social, health and economic education (PSHE) programme helps them to be confident in their decision-making because they feel well-informed.
- 3.16 Pupils have a strong appreciation of the non-material aspects of life. In a Year 10 English lesson, pupils reflected spiritually and philosophically on life and death when considering war poetry, making links with human suffering in modern conflicts. Pupils spoke movingly about the opportunity to reflect spiritually in school on Remembrance Day and of the uplifting church services at Easter and Christmas. Others described appreciatively the various quiet places that offer space for reflection during the busy school day, such as the library and learning resource centre, the reflection garden and art department. In interviews, pupils of all ages articulated the importance of positive human interaction, and how the school encourages them to think beyond themselves and embrace higher values of kindness and selflessness.
- 3.17 Pupils' behaviour is excellent. They have an extremely strong moral compass, understanding what constitutes right and wrong behaviour both within the school and in wider society. For example, in a Year 7 Latin lesson, pupils maturely compared the concept of heroism in classical literature with their own ideas of contemporary heroic values and morality. Similarly, in a house assembly, pupils displayed a nuanced awareness of moral dilemmas raised by staging the football world cup in Qatar. In their responses to the questionnaire, almost all pupils said the school expects them to behave well. Inspectors' observations in lessons, between lessons, at break and lunchtimes confirmed that pupils live up to this expectation. Pupils articulated a shared understanding of the importance of good behaviour and explained how the school feels like a self-regulating, harmonious community. They commented that the school responds rapidly but proportionately and sensitively to any misbehaviour, adding that such incidents are rare. Pupils' excellent moral understanding is promoted by deeply caring pastoral staff and highly effective pastoral support systems, which enable pupils to feel safe and secure in school.
- 3.18 Pupils' social development is excellent. Collaboration and a sense of mutual support are evident in most lessons, where pupils take an obvious delight in working together to achieve their own and others' success. Teamwork is a strong feature in many activities, in the form room and in the playground. For example, pupils spoke enthusiastically about how they worked together successfully in the recent pupil-led house singing competition. At break and lunchtime, pupils of mixed ages keenly joined the many informal ball games around the site in a spirit of friendly competition. Pupils of all ages commented that they enjoy supporting their friends in school concerts, plays and sports fixtures. Senior pupils willingly offer guidance to younger pupils in house competitions and act as mentors and coaches in departments and activities. Pupils are very proud of their school and believe

wholeheartedly in the school's values of mutual respect and warm-hearted kindness, which affirm them as individuals within a close-knit school community. Relationships between pupils and between pupils and staff are excellent. Most parents who responded to the questionnaire agreed that the school encourages pupils to develop strong teamwork and social skills. Inspectors' observations of lessons and activities supports these views.

- 3.19 Pupils show a very strong sense of service to the school and the wider community. Pupil leaders are excellent ambassadors for the school and relish opportunities to serve as prefects, house officials, captains or charity leaders. Younger pupils willingly volunteer to act as tour guides on open days and enjoy the opportunity to represent their form on the school council. This sense of service extends beyond school and pupils of all ages willingly support a wide range of charitable fund-raising during the year and donate regularly to a local food bank via the school. Older pupils visit local primary schools to support pupils in lessons and spend time entertaining elderly people in local care homes. Pupils show a marked awareness of environmental issues. For example, the 'Eco club' recently encouraged every pupil to plant a tree around the school's perimeter. Pupils are supported in their personal development by enthusiastic house staff who facilitate many events and promote an ethos of service within and beyond the school community.
- 3.20 Pupils are highly accepting of anyone who is in any way different to themselves. Without exception, pupils spoke of the importance of accepting each other for 'who they are' without judgement or discrimination. Pupils are aware of the need to treat others with dignity and respect and commented that diversity adds to the richness of the school community. The diversity and equality group encompasses pupils of all backgrounds and helps to promote special events such as International Women's Day and Black History Month. The group also suggests books for the school library to promote a wider understanding of diversity. Pupils of all ages show a strong understanding of their own and other cultures and a healthy curiosity to learn from one another. Pupils with SEND spoke warmly about the helpful support they receive and how they are treated equally by their peers and staff.
- 3.21 Pupils say that they value the opportunities they are given to remain physically and mentally healthy. They spoke perceptively about how the school's PSHE programme has helped them to make informed personal choices in matters of health and well-being. Pupils understand the importance and benefits of physical exercise and of a healthy diet. They enthusiastically embrace the opportunities provided by the school to maintain their fitness through a wide range of team and individual sports. Similarly, many pupils spoke maturely about the importance of maintaining good mental health and the need to establish a sensible work-life balance. All pupils who responded to the questionnaire were confident that they knew how to remain safe online because of the excellent guidance offered by staff in lessons and tutor periods.

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 with the chair of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended house assemblies. 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 Stephen Holliday	Reporting inspector
Mr Fergus Wilson	Compliance team inspector (Teacher, HMC school)
Mr Bill Chadwick	Team inspector (Former deputy head, HMC school)
Mrs Pamela Hutley	Team inspector (Former head, ISA school)