

Inspection of Halcyon London International School

33 Seymour Place, London W1H 5AU

Inspection dates: 3–5 March 2020

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Sixth-form provision

Outstanding

Overall effectiveness at previous inspection

Outstanding

Does the school meet the independent school standards?

Yes

What is it like to attend this school?

Pupils' love of learning shines through at Halcyon. Leaders' ambition for pupils to achieve their potential is high. Pupils' quality of work is excellent. Pupils are respectful, self-confident, independent and quietly determined.

Pupils join the school from a variety of education systems. They are quickly helped to get to grips with the school's ways of learning.

The broad curriculum is exceptionally well designed to support pupils' academic achievement and personal development. It meets the needs of pupils well in both the middle years and those studying diploma programmes. Additional experiences enhance the curriculum significantly, for example the Model United Nations conference and 'explorations' programme.

Pupils are taught and guided well by their teachers. They enthusiastically follow their own lines of enquiry. They undertake much project work to develop knowledge. As a result, they know more and can readily recall and use what they have learned. Pupils complete most of their work online. They become highly skilled and purposeful users of technology.

Pupils spoke of how safe they feel in school. They get on exceptionally well and there is no bullying. This was confirmed in school records. Pupils explained that staff care about them. Pupils receive support should they have concerns or worries.

What does the school do well and what does it need to do better?

Everyone at Halcyon is valued and welcomed. The trustees, leaders and staff are all highly committed. They strive for each pupil to achieve their potential. Leaders and staff work exceptionally well. Together, they provide pupils with an excellent quality of education. Staff well-being is a high priority. Staff said leaders are supportive and mindful of their well-being. Leaders' actions to sustain improvement are exemplary, including through community activities.

Teachers are highly expert in their subjects. They are skilled in the delivery of the International Baccalaureate curriculum. They teach with great enthusiasm. This helps pupils gain deep knowledge and understanding across all subjects. Pupils actively seek additional knowledge. They practise and hone their skills, and they live up to the high expectations set by teachers.

Everyone makes exceptional use of a wide range of technologies. Teachers provide pupils with high-quality presentations. They confidently demonstrate the use of technology in learning, for example the use of sequencing software for composition in music. Pupils access all their teaching resources online. They spoke of the 'virtual' classroom, which helps them keep up if they are absent. Pupils are discerning and skilful users of technology. They work online, collating lesson notes into online portfolios. They research and develop high-quality project reports.

The curriculum is well designed, and learning is meticulously planned. Teachers ensure that pupils have the right knowledge before moving on to the next topic. They regularly review the curriculum to improve pupils' learning. They work together to consider and revise when and how topics are taught.

Teachers are adept at reflecting pupils' interests in their lessons. They use real life contexts, so pupils understand the purpose of what they are learning. Pupils who need extra help, including those new to the school, receive bespoke support. Pupils with special educational needs and/or disabilities are very well supported. This enables them to learn with and keep up with their peers. Pupils' passion for learning helps them to achieve highly across all subjects.

Pupils are exceptionally polite and courteous. They get on well and are respectful of each other's differences, uniqueness and views. They are keen learners who are rarely distracted, and they develop highly positive relationships with staff. Pastoral support and pupil care are of the highest quality. Pupils' attendance is high.

Pupils' personal development is excellent. It is deeply rooted into every aspect of school life. Pupils become independent and confident learners, developing perseverance and self-esteem. Pupils are well prepared for the next stages of their education. They fully understand their role in modern Britain and as global citizens. Staff make sure that everyone has the same wide-ranging opportunities for personal development, for example residential trips, conferences, and community and service projects. Pupils have regular opportunities to explore new interests and develop their talents. Pupils' careers education programme ensures that they are well informed and guided on their future pathways.

The trustees and leaders have secure knowledge of the independent school standards. They ensure these are consistently met. The trustees regularly review the effectiveness of policies and practice. They provide clear strategic direction for the school and work with leaders to ensure the highest quality of education and pupils' development. Leaders ensure that the accommodation used by the school is exceptionally well-kept and resourced. There is no outdoor space, but leaders make sure pupils have opportunities for outdoor recreation throughout the week. Leaders take care to ensure that the school complies with schedule 10 of the Equality Act 2010.

Safeguarding

The arrangements for safeguarding are effective.

Leaders place high priority on pupils' safeguarding and well-being. Staff are thoroughly trained. A strong culture of shared responsibility permeates the school.

Careful attention is paid to any changes in pupils' behaviour, attendance and schoolwork. Leaders are vigilant to any concerns raised by staff or pupils. Pupils receive well-planned ongoing and additional support. They feel safe and well cared for. Pupils are taught how to keep themselves safe, both online and in everyday life.

Proprietors make thorough checks on the suitability of staff. Leaders are diligent in ensuring that all the health and safety requirements are met. Risk assessments, including for off-site activities and trips, are comprehensive.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the provider and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

School details

Unique reference number	139415
DfE registration number	213/6001
Local authority	Westminster
Inspection number	10122996
Type of school	Other independent school
School category	Independent school
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	189
Of which, number on roll in the sixth form	51
Number of part-time pupils	0
Proprietor	Halcyon London International School
Chair	Achim Beck
Headteacher	Barry Mansfield
Annual fees (day pupils)	£25,173 to £26,352
Telephone number	020 7258 1169
Website	www.halcyonschool.com
Email address	admin@halcyonschool.com
Date of previous inspection	4–6 April 2017

Information about this school

- Halcyon is an independent co-educational international day school for up to 230 pupils aged from 11 to 18 years. The school opened in September 2013. Six trustees form the proprietorial body.
- The school is located in buildings owned by the West London Synagogue, but it has no religious affiliation. It makes use of a nearby leisure centre, a park and other facilities for physical education, sport and recreation. It does not make use of any alternative provision.
- Pupils join the school from all round the world and locally. They represent over 40 different nationalities, and many speak English as an additional language.
- A small minority of pupils with special educational needs and/or disabilities receive additional support. No pupils have an education, health and care (EHC) plan.
- The school teaches the International Baccalaureate (IB). Pupils in grades 6 to 10 (Years 7 to 11) are taught the middle years programme (MYP), and pupils in grades 11 and 12 (Years 12 and 13) the diploma programme (DP).
- In February 2019, the school received approval from the Department for Education to increase the school's registered number from 175 to 230.

Information about this inspection

We carried out this inspection under section 109(1) and (2) of the Education and Skills Act 2008. The purpose of the inspection is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

- The school meets the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.
- During the inspection, we looked in detail at English, mathematics, science and languages. This involved discussions with leaders and teachers, visits to lessons, looking at examples of pupils' work, and discussions with pupils. We also considered other subjects and additional programmes, such as explorations, as part of looking at the quality of education.
- We spoke with the headteacher, members of the senior leadership team and staff from all areas of the school's work. The lead inspector spoke with five of the trustees, including the chair of board.
- We also took time to visit the pupil-organised Model United Nations conference that took place on the final day of the inspection. We spoke with some of the pupils who take on leadership roles.
- We considered the views of 72 parents and carers who responded to the Ofsted survey. The views of pupils and staff were heard through meetings and conversations with inspectors.

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