

# Material change inspection report

26 September 2025

## **ACS Hillingdon International School**

108 Vine Lane

Hillingdon

Uxbridge

UB10 0BE

The Independent Schools Inspectorate is appointed by the Department for Education to inspect association independent schools in England. Our inspections report on the extent to which the statutory Independent School Standards and other applicable regulatory requirements are met, collectively referred to in this report as 'the Standards'.

## Inspection outcome

The school has submitted a material change request to amend its age range from 4–19 to 3–19.

The school is likely to meet the relevant independent school Standards if the material change is implemented. It is recommended that the material change be approved.

## Inspection findings

### Part 1. Quality of education provided

ISSR Paragraphs 2, 3 and 4; EYFS 3.40 and 3.76

1. Leaders plan a curriculum which provides children in the early years with opportunities to gain skills, knowledge and understanding in all curriculum areas. Staff plan activities which take children's needs and interests into account, building on their prior knowledge so that they make good progress. Children are engaged in their learning, developing confidence and a readiness to make mistakes in response to praise and encouragement from their teachers.
2. Leaders have drawn up appropriate curriculum plans to provide a suitable education for children aged three years. Provision is in place to adapt these to meet children's specific needs and stages of development.
3. The school is likely to continue to meet the Standards if the material change is implemented.

### Part 2. Spiritual, moral, social and cultural development of pupils

ISSR Paragraph 5; EYFS 3.41

4. Leaders identify a key person for each child in the early years. Staff help children to settle quickly within the calm learning environment. Children learn to make friends and co-operate with each other in response to sensitive guidance from staff. Adults encourage children to be polite and respectful towards each other.
5. Leaders plan a curriculum which helps children to learn about the world in which they live. They teach children about the similarities and differences between people and places in their local communities and the wider world. Suitable plans are in place to extend this curriculum so that it meets the needs of younger children.
6. The school is likely to continue to meet the Standards if the material change is implemented.

### Part 3. Welfare, health and safety of pupils

ISSR Paragraphs 7a and 7b, 9, and 11 to 16; EYFS Safeguarding and welfare requirements 3.4 to 3.12, 3.30, 3.36 to 3.38, 3.42 to 3.46, 3.51, 3.52, 3.63 to 3.70, 3.73 to 3.75, 3.79 and 3.80.

7. The school's safeguarding policies and procedures are in line with current statutory guidance. Staff, including those with safeguarding leadership responsibilities, are suitably trained for their roles. Governors maintain effective oversight of policies and practice.
8. Pupils have trusted adults with whom they can share any worries they may have. Staff report concerns about pupils promptly and in line with school procedures. Leaders take appropriate action in response to concerns, liaising effectively with safeguarding partners to safeguard pupils.

9. Staff have a secure understanding of the school's expectations of their behaviour. They recognise the need to report any breaches to leaders with responsibility for safeguarding. Leaders manage allegations against adults working in the school appropriately, working alongside other agencies when required.
10. Leaders maintain a suitable internet filtering and monitoring system. Pupils are taught about the importance of taking precautions to promote their own safety around the school and when they are online.
11. Leaders have a secure understanding of safeguarding matters, including those which are specific to the early years. Staff receive appropriate induction and ongoing safeguarding training through regular updates and meetings.
12. Staff in the early years help children learn to manage their feelings. They encourage children to develop positive behaviours through praise and by acting as role models. Staff respond sensitively when children do not meet behavioural expectations, supporting them through clear explanations and recognising that their behaviour may reflect wider pastoral concerns.
13. Leaders implement suitable procedures to promote children's health and safety when they are in school. They take appropriate measures to reduce fire risks. Leaders draw up and implement effective assessments of the potential risks to children when in school and on outings and identify the means by which these may be managed.
14. Suitable arrangements are in place to administer medication to children and to look after them when they are unwell. Staff working in the early years are trained to provide paediatric first aid. Leaders have plans in place to train any additional staff needed in the setting to the same level.
15. Children in the early years are supervised appropriately throughout the day. Staff supervise children when they are eating and understand the need to take children's stages of development into account when preparing and serving food.
16. Leaders manage concerns about pupil absence in line with statutory guidance. The attendance register is maintained as required. The attendance policy did not fully reflect the school's arrangements prior to the inspection. Leaders updated the policy to include details of the school attendance champion during the visit.
17. The school is likely to continue to meet the Standards if the material change is implemented.

#### **Part 4. Suitability of staff, supply staff, and proprietors**

ISSR Paragraphs 18 to 21; EYFS 3.13 to 3.21

18. Leaders implement systematic procedures in undertaking the required checks on adults before they begin work at the school. They record the necessary checks on a single central record of appointments. A small number of checks undertaken on agency staff had not been entered as required. The record was updated during the visit to accurately reflect the checks carried out by the relevant agency.
19. Leaders check that staff working in the early years are not disqualified from working with children and obtain suitable references before they begin work in the setting. Systems are in place to undertake the necessary checks on additional adults who may be required to work with three-year-old children.
20. The school is likely to continue to meet the Standards if the material change is implemented.

## Part 5. Premises of and accommodation at schools

ISSR paragraphs 23, 25 and 29; EYFS 3.71, 3.81 to 3.84 and 3.86

21. Leaders provide suitable and well-maintained accommodation for children in the early years. Children have sufficient space indoors and outdoors in which to play and learn. Leaders have appropriate plans in place to accommodate three-year-olds within the building.
22. The building provides adequate toileting facilities. Leaders have drawn up plans to provide a suitable space for younger children to be changed. They have made appropriate arrangements for three-year-old children to sleep during the day.
23. The school is likely to continue to meet the Standards if the material change is implemented.

## Part 6. Provision of information

ISSR paragraph 32(1)(c); EYFS 3.97

24. Leaders publish the school's safeguarding policy on the school website. They share information about the early years setting with parents before their child starts at the school. Leaders have plans in place to extend this provision to parents of three-year-old children.
25. The school is likely to continue to meet the Standards if the material change is implemented.

## Part 8. Quality of leadership and management of schools

ISSR paragraphs 34(1)(a), 34(1)(b), 34(1)(c), 34(2); EYFS 3.33 to 3.35

26. Leaders have the skills and knowledge required to fulfil their responsibilities and ensure that the Standards which were the focus of the inspection are met. Leaders with responsibilities in the early years settings have a secure understanding of the early years statutory requirements. They implement suitable policies and procedures to promote children's learning, development and wellbeing.
27. Governors maintain effective oversight through frequent visits and regular reports. They provide both challenge and support to leaders while assuring themselves that the school meets its legal responsibilities.
28. Governors support staff in the early years in reviewing and revising the early years curriculum so that it meets the needs of the children in the setting. They have worked closely with leaders to ensure that suitable plans are in place to meet the needs of three-year-old children.
29. The school is likely to continue to meet the Standards if the material change is implemented.

## School details

|                                        |                                                                                            |
|----------------------------------------|--------------------------------------------------------------------------------------------|
| <b>School</b>                          | ACS Hillingdon International School                                                        |
| <b>Department for Education number</b> | 312/6060                                                                                   |
| <b>Registered charity number</b>       | 1179820                                                                                    |
| <b>Address</b>                         | ACS Hillingdon International School<br>108 Vine Lane<br>Hillingdon<br>Uxbridge<br>UB10 0BE |
| <b>Phone number</b>                    | 01895 259771                                                                               |
| <b>Email address</b>                   | enquirieshillington@acs-schools.com                                                        |
| <b>Website</b>                         | <a href="http://www.acs-schools.com/hillingdon">www.acs-schools.com/hillingdon</a>         |
| <b>Proprietor</b>                      | ACS International Schools Ltd.                                                             |
| <b>Chair</b>                           | Mr Robert MacNaughton                                                                      |
| <b>Headteacher</b>                     | Mr Martin Hall                                                                             |
| <b>Age range</b>                       | 4 to 19                                                                                    |
| <b>Number of pupils</b>                | 551                                                                                        |
| <b>Date of previous inspection</b>     | 4 to 6 March 2025                                                                          |

## Information about the school

30. ACS Hillingdon International School is an independent co-educational day school located in Uxbridge, Middlesex. The school is one of a group of three schools that form a charitable trust and which are overseen by a board of trustees.
31. There are seven children in the early years in one Reception class, housed in their own building together with a Year 1 class.
32. The school has identified 123 pupils as having special educational needs and/or disabilities (SEND). No pupils in the school have an education, health and care plan (EHC plan).
33. The school has identified 59 pupils for whom English is an additional language.
34. The school states that its aims are to encourage pupils to act with kindness and work together to make a contribution to each other and to the local and global communities. It seeks to set pupils high standards and to support them in meeting and exceeding them while exploring new ideas and seeking innovative solutions.

## Purpose of the material change inspection

Inspectors carried out this inspection following an application made by the school to the Department for Education to make a material change to the school's provision. The purpose of the inspection is to advise the Secretary of State for Education about whether the school is likely to meet the Independent School Standards and Early Years Foundation Stage requirements if the material change is implemented.

## Inspection details

### Inspection dates

26 September 2025

35. Two reporting inspectors visited the school for one day.

36. Inspection activities included

- scrutiny of a range of policies, documentation and records provided by the school and information available on the school's website
- tour of the early years accommodation
- observation of teaching and learning in the early years
- discussion with a member of the governing body
- discussions with the headteacher, school leaders, managers and other members of staff
- discussions with pupils.

**How are association independent schools in England inspected?**

- The Department for Education is the regulator for independent schools in England.
- ISI is approved by the Secretary of State for Education to inspect independent schools in England, which are members of associations in membership of the Independent Schools Council.
- ISI inspections report to the Department for Education on the extent to which the statutory Independent School Standards, the EYFS statutory framework requirements, the National Minimum Standards for boarding schools and any other relevant Standards are met.
- For more information, please visit **[www.isi.net](http://www.isi.net)**.

**Independent Schools Inspectorate**

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