

School inspection report

10 to 12 March 2026

Quinton House School

Quinton House School

Upton Hall

Northampton

NN5 4UX

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'.

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Summary of inspection findings

1. Proprietors have a clear oversight of the school. They have rigorous systems for scrutiny of all areas of school life. On-site visits strengthen this oversight, as they provide first-hand experience on which to base decision-making.
2. There is a suitable curriculum in place that caters for the range of needs and abilities of pupils in the school. It is generally well structured, giving the pupils a range of different learning experiences. However, the opportunities for pupils to strengthen their technological knowledge and understanding are less well developed.
3. Teachers generally structure their lessons well to meet pupils' individual needs. However, there is some inconsistency in this area across the school. At these times, the pace and content of the lessons do not adequately engage the pupils. When this happens, their progress is limited, as they are not fully extending their knowledge and understanding.
4. There are generally suitable arrangements in place for ensuring attendance and admission procedures are secure. However, at the time of the inspection, there were two areas that needed addressing. These related to the correct codes being used when a pupil is in attendance and an omission from the policy relating to reporting absence through sickness statistics to the local authority. Both were fully addressed during the inspection.
5. Throughout the school, leaders generally ensure that premises and accommodation, including furniture, are suitable for the ages and activities that are taking place. However, seating arrangements for the early years in the dining hall do not always support guidance on safer eating. This was rectified during the inspection.
6. Health and safety arrangements at the school are robust. Thorough systems ensure that regular checks are made on aspects such as fire safety and first aid arrangements. This supports the safety and wellbeing of pupils.
7. Leaders respond positively to initiatives from the pupils. The annual Northampton pupil conference stems from initiatives from senior pupils at the school. They create a conference with challenging themes, such as why certain education models around the world fail children. Through listening to guest speakers and panel discussions, pupils develop an understanding of their role in a wider society.
8. Leaders with responsibility for safeguarding carry out their duties fully. They act in the best interests of the pupils. The safeguarding culture in the school is underpinned by an effective training schedule, so that staff fully understand their safeguarding responsibilities.
9. Safer recruitment procedures are secure. This ensures that all required checks are carried out before a person commences employment at the school.

The extent to which the school meets the Standards

- Standards relating to leadership and management, and governance are met.
- Standards relating to the quality of education, training and recreation are met.
- Standards relating to pupils' physical and mental health and emotional wellbeing are met.
- Standards relating to pupils' social and economic education and contribution to society are met.
- Standards relating to safeguarding are met.

Recommended next steps

Leaders should:

- improve the opportunities in the curriculum for senior school pupils to broaden their technological skills and knowledge
- strengthen the consistency of teaching strategies to engage pupils throughout a lesson, so that they always make the progress of which they are capable
- ensure codes for attendance always follow statutory guidance and that the attendance policy contains all the required information, including a sickness and associated absence return to the local authority
- always provide seating at mealtimes for children in the early years that consistently promotes safer eating.

Section 1: Leadership and management, and governance

10. Leaders across the school are self-reflective. They understand the importance and impact of change management. Roles and responsibilities are generally well defined. However, some gaps in the detail required within The Independent School Standards and Early Years Foundation Stage requirements, to ensure pupils' wellbeing, were rectified during the inspection. These related to safer eating requirements in the early years, and attendance coding and policy.
11. Leaders demonstrate an effective process of self-evaluation. They adopt an inclusive leadership model that empowers staff to make positive contributions to pupils' wellbeing. This includes initiatives around curriculum development and pastoral support, such as the ongoing development of the pastoral hub.
12. The management of risk is prioritised by leaders. This not only includes that relating to health and safety of the school site but also in relation to pupils who may be vulnerable. Leaders are adept at identifying key risks and then mitigating these risks through identifiable actions.
13. Leaders in the early years are well trained and knowledgeable about the children in their care. Regular discussions between staff and leaders identify areas for ongoing professional development. Such meetings not only have a positive impact on the outcomes for the children but provide an opportunity for staff to reflect on themselves and their wellbeing.
14. The proprietors know the school well. They readily identify areas for both short-term and long-term development. Systems for proprietorial oversight are detailed and effective. Leaders of the proprietor body visit the school regularly. They provide appropriate support and challenge for school leaders. Strategic development is focused to support pupils' wellbeing. Leaders working in the school benefit from group-wide initiatives and support. These include the cross-pollination of ideas and initiatives from other schools within the group.
15. There is a suitable complaints procedure in place. Leaders ensure that there is a three-stage process that allows parents to make a complaint informally in the first instance. If necessary, they can then move forward to a formal complaint and, if they remain unsatisfied, to a panel hearing. Leaders keep a suitable record of all complaints. Records show that leaders deal with complaints within the timescales published in their policy.
16. Leaders provide all the required information to parents and parents of prospective pupils. This is achieved through the school's detailed and informative website. This includes key policies, details of examination results and the contact details for school leaders and the proprietor.
17. Leaders liaise effectively with other agencies, including key safeguarding partners such as the local authority, social services and the police. They have also established supportive links with healthcare professionals to support pupils' health and wellbeing. Additionally, the school informs the local authority when pupils join or leave the school at non-standard transition points. Leaders report to the local authority on the annual review of any education, health and care plan (EHC plan).
18. Leaders place high importance on equality and inclusion. Through the curriculum content and co-curricular opportunities, they ensure that the requirements of the Equality Act 2010 are met. The school's accessibility plan supports this. Pupils who have special educational needs and/or disabilities (SEND) are provided for appropriately. This includes adjustments to the physical

environment and access to the curriculum through specialist arrangements, such as specific software and increased staff support.

The extent to which the school meets Standards relating to leadership and management, and governance

19. All the relevant Standards are met.

Section 2: Quality of education, training and recreation

20. Leaders have developed a broadly suitable curriculum across the school. It caters effectively for pupils' linguistic, mathematical, scientific, human and social, physical, and aesthetic and creative education. Detailed plans and schemes of work support the successful development of pupils' knowledge and understanding. The provision for pupils' technological education in the senior school is less well developed. The key curriculum components here focus on information and communication technology and computing. As a result, pupils have limited experience of aspects of design and technological awareness relating to food and nutrition. This limits their understanding in these areas.
21. The curriculum is supported by a range of additional opportunities such as clubs, trips and visits. Many of these provide valuable opportunities for pupils to strengthen character education, which is an important element in the school's provision. Pupils involve themselves in projects that support personal qualities such as leadership and resilience. For example, older pupils become involved in a project that involves camping on a beach in Greece to support a conservation project.
22. Leaders structure the school day to allow specialist teachers to work across the junior and senior sections of the school. This provides knowledgeable input for the youngest pupils in subjects such as music, drama and physical education (PE) and supports curriculum continuity. Leaders place an emphasis on providing a suitable range of options at both GCSE and A level. This suitably supports pupils' university choices and career pathways. Pupils achieve consistently well at both GCSE and A level. They are well supported by teachers who provide time and expertise to ensure that they are well prepared for their external examinations.
23. In general, pupils make good progress across all areas of learning. The most effective lessons are typified by teachers who have secure subject knowledge and know their pupils well, supporting them as needed. In these lessons, teachers pace the lesson appropriately and use well-planned resources to engage the pupils in their learning. Effective use is also made of regular assessments. However, there is some inconsistency in the quality of teaching across the school. This means that, in some cases, pupils do not strengthen their skills and knowledge as much as they could and so do not always make the progress of which they are capable.
24. Plans and schemes of work effectively consider pupils' individual needs, including those with an EHC plan and those who have SEND. Adjustments to timetables, careful planning and organisation of events and trips ensure equal access to wider curriculum events for pupils who have SEND. Clear communication between heads of departments, teachers and support staff around the needs of individuals ensures that pupils who have SEND make good progress. This is because all staff involved understand the goals set and the best teaching approaches for individual pupils.
25. Leaders make careful provision for pupils who speak English as an additional language (EAL). For younger pupils, this often involves a focus on phonics development using carefully selected resources, particularly as visual stimuli. Higher up the school, skilful use is made of translation technology. On these occasions, all teachers' comments and pupils' responses are immediately translated, so that pupils who are in the early stages of learning English can fully engage in the lessons. This enables pupils who speak EAL to make good progress.

26. The early years setting is well resourced with stimulating indoor and outdoor continuous provision. Suitable, bespoke planning around children's individual needs and interests and effective teaching methods enable children to make good progress. This is reflected in their assessments at the end of the Reception year. Effective partnerships between staff and parents further support the children's development. Staff use opportunities through stimulating activities to model language and reinforce new vocabulary and phonics knowledge. Older children in the setting successfully apply knowledge of more complex word structures. They can write complete simple sentences, using appropriate finger spacing and phonetically plausible attempts at unfamiliar words. Arts and crafts activities enable children to explore and learn through different media, including their knowledge of mathematical shapes. Older children can confidently demonstrate their conceptual understanding of mathematical vocabulary, such as taller and shorter.
27. Teachers and the curriculum content promote fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs. Regular audits are undertaken to reflect how this is achieved and to identify where a further focus may be required.

The extent to which the school meets Standards relating to the quality of education, training and recreation

28. All the relevant Standards are met.

Section 3: Pupils' physical and mental health and emotional wellbeing

29. Leaders actively promote the school's shared character virtues. These virtues support pupils to develop self-knowledge and self-esteem by approaching school life with participation, service and by taking on leadership roles. Staff are ambitious for pupils' outcomes and instil an attitude of perseverance and determination. Individual support, alongside digital platforms and appropriate resources, support pupils in understanding their next steps in learning, which strengthens pupils' self-awareness. Pupils' talents in areas across the curriculum are celebrated, creating a sense of belonging and building of confidence.
30. Leaders prioritise pupils' physical wellbeing. This is achieved through a well-developed PE and sports programme. The schemes of work place an emphasis on the development of skills across the age ranges. Specialist teachers also promote the importance of leadership in sport and how participation and inclusion is valued. As pupils move through the school, they participate in sports such as gymnastics, volleyball, badminton and baseball. Leaders pay due regard to the importance of mental wellbeing outdoors, such as in lessons set in the woodland areas and wellbeing walks around a local country park.
31. Leaders in the early years understand the importance of children's physical development. A range of outdoor equipment, such as tricycles and balance boards, allows children to develop strength, balance and co-ordination. Arts and crafts activities, such as tracing and cutting, alongside letter tracing, promote children's fine motor skills.
32. Leaders ensure that there are suitable programmes and schemes of work in place for personal, social, health and economic education (PSHE) across the school, which actively and consistently promote pupils' wellbeing. At the end of each unit, there are suitable opportunities for pupils to reflect and self-assess their understanding. This process of reflection is carefully linked to pupils' wellbeing surveys. The findings from the surveys and assessments are shared with all staff, to ensure that pupils receive the right support and guidance at the right time.
33. The relationships and sex education (RSE) scheme of work successfully builds up a depth of understanding as pupils move through the school. Children in the Nursery, for example, consider how to be a good friend and learn about different types of families. Pupils in Year 6 look at the importance of understanding one another's personal space. Younger senior pupils explore the value of long-term relationships. Older pupils learn about marriage and civil partnerships, unhealthy relationships and diversity in sexual attraction. As a result, pupils develop a clear understanding around the importance of building positive relationships in an age-appropriate manner.
34. Pupils know how to access support for physical and emotional wellbeing, such as through the wellbeing hub and the pastoral care office. This creates a positive school culture of physical and mental health and wellbeing. Wellbeing ambassadors run and organise events in the school. This has a positive impact on pupils, as they develop resilience and self-confidence to deal with challenges that they will have to navigate throughout their time at school.
35. Leaders utilise the school site well. Maintenance is carried out regularly and there are plentiful areas for recreation and sports. However, the furniture used for mealtimes in the early years was not at the correct height to promote safer eating. This was rectified during the inspection with age-

appropriate tables and chairs being introduced into the dining area. Health and safety policies, procedures and checks ensure there is a safe physical environment for pupils that helps promote their wellbeing. This includes aspects such as fire safety, first aid and site risk assessments. Pupils are appropriately supervised during the school day.

36. Policies and processes are in place to ensure that both admission and attendance are recorded correctly, as per statutory requirements. However, two areas relating to attendance needed to be addressed during the inspection. One was the use of the correct codes when a pupil is present at the school. The second related to ensuring that the policy included reference to ensuring a sickness return is reported to the local authority.
37. Leaders promote pupils' wellbeing by having appropriate policies and strategies in place for behaviour and bullying. There are logs in all phases of the school that record incidents and follow-up actions, as well as resolution. The school analyses these and looks to identify patterns, where they exist, and then deploy appropriate responses, as required.
38. Leaders promote pupils' spiritual understanding through units in religious education that focus on religions and cultural events that have an impact on pupils' sense of self. Pupils often take the lead in expressing their own personal faith by leading groups and discussions.

The extent to which the school meets Standards relating to pupils' physical and mental health and emotional wellbeing

39. All the relevant Standards are met.

Section 4: Pupils' social and economic education and contribution to society

40. Leaders ensure that that mutual respect is at the core of all interactions. Pupils recognise the cultural richness and diversity in the beliefs and outlooks of their peers. Pupils of all ages both celebrate and embrace such differences. Pupils understand the value of democracy and are aware that, in some parts of the world, human rights are not always respected. They appreciate opportunities provided for their input, such as through committees and the sharing of pupils' views. This promotes pupils' sense of self-worth, the importance of individuality and how they can contribute meaningfully to society.
41. In the early years, leaders ensure that an effective programme of activities is in place to promote children's social development, including their ability to self-regulate and to develop a positive sense of self. Well-planned, continuous provision provides appropriate opportunities for children to collaborate with others, to share resources, wait patiently and to focus their attention on a goal in hand. Organised trips, and visitors to the setting, provide enriching opportunities for children to understand jobs and the roles of different people in society.
42. Leaders provide a whole-school approach to careers, which is robust and engaging for pupils. Provision is carefully planned, providing pupils with authentic insights and support. The outcome is that pupils make informed choices about subject and career options and are encouraged to fulfil their potential. Careers provision in Years 7 and 8 is not yet as strong as in older year groups.
43. The school actively supports the development of pupils' leadership across the whole school. Pupils in the sixth form organise and lead a 'for students by students' conference. This conference has developed as a response to issues that many young people face in Northamptonshire. Instigated by senior pupils at the school, this has become an annual event for young people in the area. This has a positive impact at a school, local community and county level. As a result, such initiatives support pupils' wellbeing, confidence and motivation. All pupils are given opportunities to 'lead the way', linking to the character and virtues of the school. This has a positive impact on their sense of community and how they can contribute constructively to the world.
44. Leaders provide opportunities for the pupils to develop their economic education through the curriculum. This includes elements such as knowledge and understanding the value of money in primary mathematics, as well as the development of business acumen in senior school GCSE and A-level choices. Pupils put their knowledge into practice through organising fundraising activities, where they plan and budget for their specific activities.
45. The wide-ranging curriculum and inclusive co-curricular programme promote pupils' cultural knowledge and prepare them well for living in British society. Through debates and discussions, they develop an understanding of the legal processes and public institutions in England. The youngest children in the early years focus on people who help them, such as the emergency services, dentists and doctors. Through outdoor education, pupils learn about the origins of their food, such as when they cook food that has been locally reared and produced, to strengthen their understanding of the principles of 'farm to fork'.

46. Leaders focus on the development of pupils' moral development. The promotion of positive behaviour and how individuals can make a positive impact on society strengthens pupils' sense of the importance of doing the right thing whenever the opportunity arises.

The extent to which the school meets Standards relating to pupils' social and economic education and contribution to society

47. All the relevant Standards are met.

Safeguarding

48. Leaders with responsibility for safeguarding are trained effectively and carry out their responsibilities fully. Local authority training strengthens inter-agency working and leaders' understanding of local thresholds for any referrals. Members of the safeguarding team lead on specific areas such as looked after children, children in the early years, the filtering and monitoring of internet content and the 'Prevent' duty, which protects pupils from radicalisation. This means that staff have an immediate point of contact and that these aspects are given suitable prominence. Training, policy content and posters around the school ensure that staff understand the roles of leaders with responsibility for safeguarding.
49. Staff know that safeguarding is everyone's responsibility. They utilise the school's recording mechanisms effectively for logging any concerns. Staff are confident that if they raise a concern then leaders will act on this promptly. Safeguarding training for all staff is regular and relevant, with a focus on always acting in the best interests of the pupils.
50. Leaders with responsibility for safeguarding liaise effectively with safeguarding partners. This includes reporting to the local authority, children's social services and the police, as required. These links support pupils' safety, wellbeing and protection from harm. Staff are aware of any contextual safeguarding risks that relate to the school's location.
51. Staff recognise the importance of adhering to the code of conduct. They understand that any concerns regarding colleagues should be reported to the headteacher under the school's low-level concerns procedures. Any reported concerns are handled promptly and appropriately.
52. Leaders ensure that all relevant recruitment pre-employment checks are carried out on all persons before they commence work at the school. Required recruitment documentation is appropriately maintained in staff files.
53. Through the curriculum and form times, pupils build up an understanding of how to stay safe when working online. They know how to identify trusted websites and the importance of not sharing personal information. Their work is supported by comprehensive arrangements for filtering of internet content. Leaders also carefully monitor pupils' internet usage, to ensure they stay safe when working on devices in the school.

The extent to which the school meets Standards relating to safeguarding

- 54. All the relevant Standards are met.**

School details

School	Quinton House School
Department for Education number	941/6043
Address	Quinton House School Upton Hall Northampton Northamptonshire NN5 4UX
Phone number	01604 752050
Email address	www.blenheimschools.com/en/contact
Website	www.quintonhouseschool.co.uk
Proprietor	Blenheim Schools Group Limited
Chair	Mr Richard Power
Acting headteacher	Mr Matthew Booth
Age range	2 to 18
Number of pupils	392
Date of previous inspection	7 to 9 February 2023

Information about the school

55. Quinton House School is an independent co-educational day school. It is located on the outskirts of Northampton. The school was acquired by the Blenheim Schools Group in January 2026. The group is responsible for governance oversight.
56. Children in the early years are accommodated in two classes: one Nursery class, for children under the age of four; and one Reception class.
57. The school has identified 86 pupils as having special educational needs and/or disabilities. A small number of pupils in the school have an education, health and care plan.
58. The school has identified English as an additional language for a small number of pupils.
59. The school states its aims are to support the individual in making use of every opportunity to promote their academic and character development. It endeavours to inspire a curiosity and wider cultural understanding that underpins a lifelong love of learning and encourages its pupils to recognise their roles on a local and global scale, to ensure that they are prepared for the test of life.

Inspection details

Inspection dates

10 to 12 March 2026

60. A team of four inspectors visited the school for two and a half days.

61. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods and assemblies
- observation of a sample of extra-curricular activities that occurred during the inspection
- discussions with the chair and representative from the proprietor body
- discussions with the headteacher, school leaders, managers and other members of staff
- discussions with pupils
- visits to the learning support area and facilities for physical education
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

62. The inspection team considered the views of pupils, members of staff and parents who responded to ISI's pre-inspection surveys.

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**.

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