



**ISI** Independent  
Schools  
Inspectorate

**Additional Inspection Report**  
**Material Change Inspection Report**

**Hall School Wimbledon**

**July 2023**

## School's details

<b>School</b>	Hall School Wimbledon			
<b>DfE number</b>	315/6390			
<b>Address</b>	Hall School 17 The Downs Wimbledon London SW20 8HF			
<b>Telephone number</b>	020 8849 9200			
<b>Email address</b>	office@hsw.co.uk			
<b>Headteacher</b>	Mr Andrew Hammond			
<b>Chair of proprietors</b>	Vivianne Thompson			
<b>Proprietor</b>	Chatsworth Bidco Limited, trading as Chatsworth Schools			
<b>Age range</b>	7 to 16			
<b>Number of pupils on roll</b>	182			
	<b>Juniors</b>	29	<b>Seniors</b>	153
<b>Date of inspection</b>	3 July 2023			

## 1. Introduction

### Characteristics of the school

- 1.1 Hall School Wimbledon is a co-educational day school located in Wimbledon, London. The proprietor is Chatsworth Bidco Limited, trading as Chatsworth Schools. The school is organised into the junior school, for pupils aged 7 to 11 and the senior school, for those aged 11 to 16. The school has 46 pupils who require support for special educational needs and/or disabilities (SEND), of whom 7 have an education, health and care plan. English is an additional language for 38 pupils. The school's previous inspection was an Ofsted inspection in February 2019.

### Purpose of the inspection

- 1.2 This was an announced material change inspection at the request of the Department for Education (DfE) to assess the school's proposal to open sixth-form education and amend the school's maximum age limit to 18 years. The inspection focused on the school's compliance with the Education (Independent School Standards) Regulations 2014 (ISSRs).
- 1.3 Additionally, this served as an unannounced additional inspection at the request of the DfE.
- 1.4 Both inspections focused on the school's compliance with the Education (Independent School Standards) Regulations 2014 (ISSRs).

Regulations which were the focus of the inspection	Team judgements
Part 1, paragraphs 2 and 2A (curriculum, and relationships and sex education)	<b>Met</b>
Part 1, paragraphs 3 (teaching) and 4 (framework for pupil assessment)	<b>Met</b>
Part 2, paragraph 5 (spiritual, moral, social and cultural development of pupils)	<b>Met</b>
Part 3, paragraph 7 (safeguarding)	<b>Met</b>
Part 3, paragraphs 9 (behaviour), 10 (bullying) and 14 (supervision)	<b>Met</b>
Part 3, paragraphs 11 (health and safety), 13 (first aid) and 16 (risk assessment)	<b>Met</b>
Part 6, paragraph 32(1)(c) (Provision of information)	<b>Met</b>
Part 8, paragraph 34 (leadership and management)	<b>Met</b>

## 2. Inspection findings

### Quality of education provided – curriculum and relationships and sex education (RSE) [ISSR Part 1, paragraphs 2 and 2A]

- 2.1 The school meets the standards.
- 2.2 The curriculum in the school is broadly based and has been effectively planned to extend into sixth-form education. The planned schemes of work are likely to secure the required knowledge, skills and understanding for pupils aged 16 to 18. The curriculum aims are clearly outlined on a suitable curriculum policy and include preparation for pupils' future learning and for employment. The school has prepared a suitable range of activities for those aged 16 to 18 with extra-curricular provision and enrichment available. An appropriate personal, social and health education (PSHE) programme is planned for the sixth form. This includes an extension to the school's effective RSE curriculum. The school's effective careers passport programme is already in place for Year 11 pupils. It is planned to extend this to prepare sixth-form pupils for their future. The school has allowed for a sufficient amount of lesson time for each proposed subject and the curriculum will continue to be monitored and evaluated for effectiveness by the senior leadership team.

### Quality of education provided – teaching and assessment [ISSR Part 1, paragraphs 3 and 4]

- 2.3 The school meets the standards.
- 2.4 An audit has been conducted of staff skills, knowledge and experience for teaching sixth-form subjects. This shows sufficient subject knowledge and teaching experience to make it likely that pupils will make good progress. New staff have been appointed with sixth-form experience, including a head of sixth form. The proposed sixth form will be a small, bespoke offer to those pupils who clearly benefit from teaching in small classes and for those who require additional teacher support. The requirements for support for pupils with SEND have been sufficiently considered. Teachers are working towards a coherent and consistent planned scheme of learning in every subject being offered in the sixth form. Sufficient teaching space has been created and suitable resources are available. Pupils will benefit from study facilities developed as part of the new sixth-form suite of rooms, which also includes a common room and kitchen.
- 2.5 A suitable framework for the assessment of pupils' performance is in place. The senior leadership team have planned sufficiently to be able to assess individual pupils' progress, as they currently do effectively in younger years. Details of pupils' performance in each of their subjects are reported to parents each term as a minimum and this arrangement will apply in the sixth form. Teachers will continue to identify from assessment procedures where pupils need extra support, especially those with SEND.

### Spiritual, moral, social and cultural development of pupils [ISSR Part 2, paragraph 5]

- 2.6 The school meets the standard.
- 2.7 In discussion, pupils and staff confirmed that the school promotes a warm and friendly community that is supportive of pupils and where they are valued as individuals. The school is successful in its ethos to actively promote fundamental British values which facilitate the personal development and wellbeing of pupils and to treat all pupils equally. This includes those with protected characteristics. Evidence of the work done in PSHE, curriculum subjects, assemblies, workshops and by the school

council indicates that the school values pupils' views and strives to provide a respectful, kind and tolerant community. The PSHE programme promotes effectively those principles and values that facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens.

- 2.8 When behaviour challenges the respect for the school values, the staff and senior leadership have appropriate strategies to help pupils adjust their behaviour and to learn from their experiences. Pupils were seen to be open and confident with adults, and they demonstrated understanding of what is right and wrong.
- 2.9 These arrangements are likely to remain effective when sixth-form pupils are introduced to the school.

## **Welfare, health and safety of pupils – safeguarding [ISSR Part 3, paragraph 7]**

### **Safeguarding policy**

- 2.10 The school meets the requirements.
- 2.11 The school has an appropriate policy for safeguarding which provides suitable arrangements to safeguard and promote the welfare of pupils at the school.

### **Safeguarding implementation**

- 2.12 The school's safeguarding policy and procedures are implemented effectively. Arrangements follow the guidance of *Keeping Children Safe in Education 2022 (KCSIE)* and *Working Together to Safeguard Children (2018)*. Discussion with pupils and staff and evidence from records of safeguarding indicate that the school's safeguarding arrangements promote pupils' welfare appropriately.
- 2.13 The designated safeguarding lead (DSL) and two deputies receive appropriate levels of training in line with local procedures and at a level commensurate with their roles. In discussion, they demonstrated suitable experience and knowledge of their responsibilities and records show that they maintain timely contact with the local authority for referrals and advice. Records of safeguarding are kept effectively and confidentially. They demonstrate effective logging of concerns about any individual pupil's wellbeing.
- 2.14 Staff receive regular, appropriate training in safeguarding and demonstrate appropriate understanding of *KCSIE*, the school's whistleblowing procedure and their responsibility towards e-safety. They understand the need to report any concerns to the DSL. New staff undergo suitable face-to-face induction and the DSL ensures that any visiting staff have the required training. Pupils report that they know who to go to with a concern and feel confident it would be handled quickly and appropriately. Safeguarding records confirm that this happens in practice.
- 2.15 The governor who is responsible for safeguarding maintains effective oversight and provides valuable advice to the DSL. A suitable annual review of safeguarding is undertaken by the proprietorial body, which is appropriately trained in safeguarding.
- 2.16 Senior leaders and the safeguarding team are aware of the particular vulnerabilities of pupils with SEND. They are aware of the need for vigilance in relation to pupils' inappropriate use of social media and messaging. The school has suitably strong filters on its network and appropriate online education is provided regarding appropriate use of media. Pupils confirm that they are taught how to stay safe online.
- 2.17 Senior leaders and those with safeguarding responsibilities have planned effectively for the safeguarding needs of sixth-form pupils and the impact of safeguarding arrangements that the introduction of older pupils will have. The current arrangements are likely to remain effective when sixth-form pupils are introduced to the school.

**Welfare, health and safety of pupils – behaviour, bullying and supervision [ISSR Part 3, paragraphs 9, 10 and 14]**

- 2.18 The school meets the standards.
- 2.19 The school has suitable behaviour and anti-bullying policies that are implemented effectively. The policies promote respect and understanding for those members of the community with protected characteristics, particularly those with SEND. In discussion, pupils and staff confirmed that behaviour of most pupils across the school is good and rewards and sanctions are known and understood. Staff reported that whilst sanctions are applied consistently, due regard is paid to any pupils with SEND. These views are confirmed by logs of behaviour and/or bullying incidents.
- 2.20 The school provides a suitable range of escalating sanctions but its priority is to work with pupils to help them understand the consequences of their behaviour and to learn from it. Senior leaders have introduced new behaviour management and recording procedures and staff report that this has helped to improve the monitoring of behaviour. Records are now held centrally and, in sufficient detail, on a management information system, which allows for trends to be identified, suitable sanctions to be applied and for monitoring to be effective. As a consequence, staff have identified an improvement in some pupils' behaviour. Staff have received mentoring or training to help with behaviour management of pupils who present challenging behaviour in the classroom. They report that most pupils respond well to the support they are given by staff.
- 2.21 All misbehaviour amongst pupils is assessed for potential bullying or safeguarding issues. Pupils in discussion reported that bullying is rare and if happens it is usually of a verbal nature. They agreed that if it is reported the senior leaders deal with it appropriately. This is confirmed in bullying logs. Staff understand that they should be alert to any bullying and to handle it immediately. They agreed with the pupils that it was rare to see any physical bullying and that unkind verbal comments would be the more common. Pupils report that they understand how to report any bullying and how to handle any online comments of an unkind nature.
- 2.22 The school takes appropriate measures to ensure pupils are effectively supervised throughout the school day. Staffing levels are adequate and duty rotas cover times when pupils are out of class before and after school, and in break and lunch periods.

**Welfare, health and safety of pupils – health and safety, first aid and risk assessment [ISSR Part 3, paragraphs 11, 13 and 16]**

- 2.23 The school meets the standards.
- 2.24 The new sixth-form centre is nearing completion and the necessary health and safety requirements have been considered including those relating to fire safety. The school has a suitable health and safety policy and it is likely that this area will continue to be managed effectively by onsite management and proprietorial oversight.
- 2.25 In discussion with pupils, they confirmed that any requirement for medical attention or first aid is sufficient and administered quickly. Parents are consulted if medicines are required and, if necessary, parents are called to collect their children for further medical care at home. Arrangements to store and use epi-pens and other specific equipment are effective. The medical facilities are appropriate for pupils' needs, including those with allergies.
- 2.26 Suitable arrangements are in place for risk assessment across the school. The school has a new risk assessment for the addition of sixth-form pupils that identifies any specific risks to them or their environment and describes how to mitigate those risks, including the safeguarding of vulnerable pupils. Pupils with SEND who will attend the sixth form have been suitably identified and appropriate

plans are in place to monitor their wellbeing. A new centralised information system allows staff to understand the needs of pupils, and to provide individual risk assessments and monitoring for those who have been identified as requiring closer attention.

### **Provision of information [ISSR Part 6, paragraph 32(1)(c)]**

2.27 The school meets the requirements for providing information relating to safeguarding to parents. Particulars of the arrangements for safeguarding are published on the school's website.

### **Quality of leadership and management [ISSR Part 8, paragraph 34]**

2.28 The school meets the standard.

2.29 The senior leadership team are effectively supported by the proprietors, who listen to and respond to the needs of the school. Extra staff have been appointed for the proposed sixth form, for the growing numbers in the school, and to help support pupils with SEND. Regular visits to the school ensure that governors maintain suitable oversight of school procedures. The school development plan shows an effective vision for the future. The introduction of a sixth-form centre has been suitably planned for a part of the future development of the school. Senior leaders demonstrate the knowledge, skills and understanding needed to fulfil their responsibilities effectively, to consistently meet the standards and to actively promote the wellbeing of pupils.

### **3. Regulatory action points**

- 3.1 For the regulations which were the focus of this inspection, the school meets all of the requirements of the Education (Independent School Standards) Regulations 2014 and no further action is required as a result of this inspection.



## **4. Recommendation with regard to material change inspection**

### **Summary of findings**

- 4.1 It is recommended that the material change application be approved. The school has planned sufficiently to provide education for pupils aged 16 to 18. The proposed curriculum is appropriate and teaching staff with the required experience and knowledge have been appointed. Facilities and resources are sufficient for the small numbers expected. There are suitable plans to extend them if numbers grow within the school's existing maximum capacity. Teaching staff are effectively supported by senior leaders, and expertise with regard to the needs of pupils with SEND is sufficient to cater for such pupils. It is likely that the standards will continue to be met when a sixth-form centre is opened.
- 4.2 The school has appropriate policies and procedures in place to manage the welfare of pupils. Both pupils and staff in discussion reported that they feel well supported by senior leaders. Safeguarding procedures are secure and behaviour management is effective. Pupils are suitably supervised and reported feeling safe in school. They confirmed that the school promotes kindness, respect and tolerance and provides a warm and friendly school community.

## 5. Summary of evidence

5.1 The inspectors held discussions with the head, senior leaders and other members of staff and met with the proprietor. They visited different areas of the school and talked with groups of pupils. They scrutinised a range of documentation, records and policies.

### Inspectors

Mrs Maureen Bradley

Reporting inspector

Mr Jonathan Dunn

Assistant reporting inspector