

School inspection report

Date 5 to 7 December 2023

Hall School Wimbledon

17 The Downs

Wimbledon

London

SW20 8HF

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'.

Contents

SUMMARY OF INSPECTION FINDINGS	3
THE EXTENT TO WHICH THE SCHOOL MEETS THE STANDARDS.....	4
RECOMMENDED NEXT STEPS.....	4
SECTION 1: LEADERSHIP AND MANAGEMENT, AND GOVERNANCE.....	5
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO LEADERSHIP AND MANAGEMENT, AND GOVERNANCE.....	5
SECTION 2: QUALITY OF EDUCATION, TRAINING AND RECREATION	6
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO THE QUALITY OF EDUCATION, TRAINING AND RECREATION	6
SECTION 3: PUPILS’ PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING	7
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO PUPILS’ PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING	8
SECTION 4: PUPILS’ SOCIAL AND ECONOMIC EDUCATION AND CONTRIBUTION TO SOCIETY	9
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO PUPILS’ SOCIAL AND ECONOMIC EDUCATION AND CONTRIBUTION TO SOCIETY	9
SAFEGUARDING	10
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO SAFEGUARDING	10
SCHOOL DETAILS	11
INFORMATION ABOUT THE SCHOOL.....	12
INSPECTION DETAILS	13

Summary of inspection findings

1. Governors monitor the school's provision and procedures effectively and provide support and guidance to school leaders. This contributes to leaders' development of the skills and knowledge to carry out their duties effectively and promote the wellbeing of pupils.
2. Leaders weave the values of the school, health and self-worth, positive wellbeing, individuality, fellowship, opportunity, innovation and intellectual curiosity through all aspects of school life. Pupils are courteous, articulate, supportive of each other and proud of the inclusive environment of the school.
3. The provision for pupils who have special educational needs (SEND) is well planned and inclusive and pupils who have SEND make good progress in line with their peers.
4. Teachers have good subject knowledge and deliver well-planned lessons. Pupils are cooperative in class and respond well to targeted questioning.
5. The school implements a suitable behaviour policy and keeps accurate records of any incidents and the responses to these. As a result, most behaviour is good, though there is some low-level disruption in lessons in the lower years in the senior school.
6. Safeguarding is a high priority. There is a culture of openness, and leaders respond appropriately to any concerns, contacting outside agencies as appropriate. Pupils feel safe in school and are clear that there are trusted adults with whom they can raise concerns. Pupils are confident that any concerns they may have will be listened to and acted upon.
7. Leaders have established a careers programme throughout the senior school. This is not yet, however, fully developed and embedded with regard to providing support for pupils with further education applications and individual careers advice.
8. Pupils have many opportunities outside the curriculum to develop their confidence and skills. These activities are popular and well supported by the pupils. To support the extra-curricular offering, leaders have developed sports and performing arts facilities for sport, drama, dance, music and design and technology (DT). Every pupil spends some time each week at the facility.

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:

- develop the senior school careers programme to increase its effectiveness
- develop strategies to successfully remedy low-level disruption in some lessons in the senior school.

Section 1: Leadership and management, and governance

9. The school's aim is that all pupils thrive in an environment that is inclusive and in which they are valued. Leaders successfully integrate this aim into the school's day-to-day teaching, learning and procedures. They have a comprehensive development plan that builds on these aims.
10. Governors offer support, guidance and effective challenge to leaders. They ensure that leaders and managers have appropriate skills and knowledge to carry out their roles effectively, including promoting the wellbeing of pupils. Governors have a range of appropriate skills and, building on their regular training, they are ambitious in their long-term strategic planning.
11. Leaders are committed to staff development. They hold weekly professional development sessions that focus on academic and pastoral issues.
12. The safeguarding of pupils is a priority for leaders.
13. Parents receive all necessary information about the school. The complaints policy is available on the school's website. Leaders investigate any complaints thoroughly, and appropriate records are kept along with the outcome of the complaint and any lessons learnt.
14. Leaders assess risk effectively, and take due care in the planning of activities in and out of school to minimise any risks to pupils.

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

All the relevant Standards are met.

Section 2: Quality of education, training and recreation

15. The curriculum is well balanced, inclusive and supports the needs of the pupils across a broad range of skills and knowledge. The school has introduced additional subjects such as social sciences, dance and DT that develop pupils' knowledge and skills, including in the newly established sixth form.
16. Teachers across the school have good subject knowledge. They plan lessons well and make effective use of resources and technology, contributing to the good progress made by pupils. In the junior school, pupils enjoy lessons and are engaged learners for most of the time. Teacher questioning is stimulating. It enables pupils to develop both greater articulacy and deeper understanding of subject matter. Pupils demonstrate pride in their work, and are positive, engaged learners. In some teaching in the lower years of the senior school, there is a lack of pace and limited engagement by the teacher with pupils. As a result, in these lessons there is some low-level disruption that hinders the progress of others.
17. Results in GCSE examinations are above the national average. Pupils achieve results in line with those expected from their starting points. Leaders utilise a detailed tracking and assessment system to oversee the progress made by pupils and provide additional support when they identify that this is needed.
18. Staff in the SEND department are qualified and knowledgeable. Comprehensive systems are in place for teachers and other staff members to support pupils with additional learning needs. This support is tailored effectively to pupils' needs, including through the deployment of teaching assistants in the classroom. The school regularly reviews the provision for pupils who have SEND. As a result of these systems, pupils who have SEND achieve in line with their peers. Pupils who speak English as an additional language participate, if needed, in additional English lessons in small groups. As a result, they achieve at least in line with their peers.
19. The school provide pupils with a wide variety of extra-curricular experiences in which pupils engage enthusiastically, deepening their skills in drama, dance, design technology and music.

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

All the relevant Standards are met.

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

20. The school has established an inclusive and kind culture, so pupils are comfortable in their surroundings and are respectful towards each other, accepting difference. Relationships between staff and pupils are positive, both academically and pastorally.
21. There is a wide-ranging personal, social, health and economic (PSHE) education programme which includes suitable age-appropriate provision. The programme reflects the school's ethos of promoting inclusivity and respect for others. Pupils welcome the opportunity to discuss issues and appreciate how this contributes to their own wellbeing. The programme is taught by designated, trained teachers and is supported by assemblies and a structured schedule of topics discussed in tutor time. The progress and understanding of pupils are monitored half-termly and the content of lessons adjusted in the light of this assessment and any relevant emerging societal issues.
22. The relationships and sex education (RSE) programme is an integral part of the PSHE scheme of work. It is age-appropriate and the school informs parents in advance of the topics to be covered. The course strengthens pupils' personal development, self-esteem and self-confidence.
23. Staff develop pupils' spiritual understanding through the celebration of religious festivals in assemblies and the study of world faiths in religious education (RE). British values such as individual liberty, tolerance, democracy and the rule of law are taught in PSHE and through the academic curriculum so that pupils understand their significance in all aspects of life.
24. The behaviour policy focuses on promoting good behaviour. Teachers have established clear expectations which are understood by the pupils who accordingly show respect for others and take responsibility for their own actions. They understand the need for rules to keep them safe. Leaders and teachers respond effectively to any bullying incidents that do occur.
25. In the junior school, morning registration routines and assemblies on topics such as gratitude and appreciating the 'here and now' help to develop the pupils' self-awareness and self-confidence.
26. There is a wide range of sports and physical education (PE) activities within the curriculum and a high priority is placed on physical activity. Pupils benefit from frequent time spent outside the classroom engaging in a variety of activities, such as table tennis at break time.
27. The management of health and safety is thorough, and all relevant health and safety policies, including fire safety, are effectively implemented. Any health and safety concerns raised by staff or pupils are addressed promptly. Regular health and safety inspections take place on a scheduled basis and staff training is delivered effectively and recorded appropriately.
28. Pupils' attendance is effectively monitored and a fully detailed admissions register is kept. The school site and buildings are well maintained. Staff supervise pupils appropriately during the school day in the buildings and outside at breaks and lunchtime. Leaders oversee effective first aid arrangements. Staff are qualified in first aid and there is suitable accommodation for those who become unwell during the school day.

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

All the relevant Standards are met.

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

29. Through the academic curriculum, supported by the comprehensive PSHE programme and appropriate educational visits, pupils learn about society and the wider world. They are prepared well for life in British society.
30. The school is developing the careers programme with the introduction of Morrisby profiling and the overall careers programme is in line with Gatsby benchmarks. External speakers are well received by pupils, and work experience has been introduced in Year 10 and Year 12. However, leaders are aware of the importance of providing pupils with details of a wider range of career routes and support with further education applications.
31. The PSHE and RE programmes effectively promote pupils' social and economic education. PSHE lessons explore topics such as lifestyle choices, effectively promoting balanced views and pupils' understanding of their role as members of the school and how to contribute to the wider community. Pupils learn to distinguish right from wrong and to accept responsibility for their behaviour.
32. There is a range of activities through which pupils develop their entrepreneurial skills and economic awareness and contribute to the school and wider communities. Year 10 pupils participate in the '10X Challenge' and sixth formers organise second-hand uniform sales. Pupils volunteer through The Duke of Edinburgh's Award Scheme, in which all Year 9 pupils participate, and raise money for local and national charities, such as Save the Children.
33. Pupils are elected to the school council, which meets regularly. Leaders respond to suggestions made by pupils, such as in relation to lunch arrangements and the school uniform. The pupils on the eco council work enthusiastically to improve sustainability on the school site and in wider society.

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

All the relevant Standards are met.

Safeguarding

34. The school implements appropriate arrangements to safeguard and promote the welfare of pupils. The safeguarding policy is in line with the local safeguarding board guidance and the school liaises with external agencies as required. Safeguarding leads are appropriately qualified and trained and have sufficient authority in the school to carry out their statutory duties.
35. The designated safeguarding lead (DSL) is supported by three deputies so that there is sufficient cover in school at all times. Staff new to the school are given suitable safeguarding training by the DSL. There is annual update training for all staff, and weekly meetings in which policy changes and concerns are discussed. Any reported safeguarding concerns are acted upon promptly and effectively. Risk assessments take appropriate account of safeguarding. Through PSHE and RE lessons, teachers inform and support pupils on how to stay safe and how to support others to do so.
36. Governors maintain an effective oversight of safeguarding. They receive annual update training and understand their statutory responsibilities. The designated safeguarding governor is informed of any concerns regarding safeguarding and considers the suitability of the actions taken in response to these.
37. Online safety is covered effectively in PSHE lessons and regularly explored in lessons during the year. There is a comprehensive filtering system that monitors the online activities of both pupils and staff. Mobile phones are not allowed in school. Staff understand the potential vulnerability of pupils with additional learning needs and take this into account when considering safeguarding and behavioural concerns.
38. Pupils are confident that there is a range of trusted adults to whom they can turn if they have any concerns. The support offered by the mental health counsellor and the 'chat club' led by the mental health lead are appreciated by the pupils as sources of support.
39. Safer recruitment checks are made on all staff and volunteers and appropriate records of these checks are kept.

The extent to which the school meets Standards relating to safeguarding

All the relevant Standards are met.

School details

School	Hall School Wimbledon
Department for Education number	315/6390
Address	Hall School Wimbledon 17 The Downs Wimbledon London SW20 8HF
Phone number	020 8879 9200
Email address	reception@hsw.co.uk
Website	hsw.co.uk
Proprietor	Chatsworth Schools (HSW) Ltd
Chair	Mrs Vivianne Thompson
Headteacher	Mr Andrew Hammond
Age range	7 to 18
Number of pupils	203
Date of previous inspection	3 July 2023

Information about the school

40. Hall School Wimbledon is a co-educational day school located in Wimbledon, London. The proprietor is Chatsworth Schools (HSW) Ltd. The school is located close to Wimbledon village and has a nine-acre site for sport with teaching space for performing arts and technology. The school is organised into the junior school, for pupils aged 7 to 11 and the senior school, for those aged 11 to 18. The school established sixth-form education from September 2023.
41. The school has identified 78 pupils as having special educational needs and/or disabilities (SEND). Eight pupils in the school have an education, health and care (EHC) plan. English is an additional language for 28 pupils.
42. The school's aim is to deliver a contemporary and inclusive education in a caring environment so that all pupils flourish and become lifelong independent learners. The school's values are health and self-worth, positive wellbeing, individuality, fellowship, opportunity, innovation and intellectual curiosity.

Inspection details

Inspection dates

5 to 7 December 2023

43. A team of three inspectors visited the school for two and a half days.

44. 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 other governors
- discussions with the head, 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.

45. 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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