

School inspection report

12 to 14 March 2024

Lord Wandsworth College

Long Sutton

Hook

Hampshire

RG29 1TB

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. Governors ensure that leaders and managers have the required knowledge and skills and fulfil their responsibilities effectively. By providing a nurturing and caring environment, leaders actively promote the wellbeing of pupils and the aims of the school. Leaders have a thorough understanding of the school's strengths and have ambitious plans for its development. There is a comprehensive approach to the management of risk.
2. Leaders give clear direction on academic, pastoral and boarding matters. They have introduced a range of measures such as the promotion of structured approaches to teaching to ensure that the best outcomes for pupils are achieved. However, while there are areas of thoughtful practice, there are inconsistencies in both the impact of the provision for pupils who have special educational needs and/or disabilities (SEND), and the feedback which pupils receive in their work; consequently, this hinders the progress of some pupils.
3. Leaders successfully promote pupils' physical and mental health largely through a comprehensive sports programme and a thoughtful personal, social, health and economic (PSHE) education programme. Pupils are properly supervised and well behaved. However, the PSHE curriculum currently provides insufficient content on economic education.
4. Pupils benefit from the school grounds and the well-maintained facilities, notably through the sporting and educational opportunities which they enhance. Pupils appreciate the caring atmosphere in the boarding provision where the school's aims for pupils' personal development are further promoted.
5. By placing an importance on the views of pupils, leaders inculcate outward looking and thinking pupils who recognise the importance of their actions and the value of contributing to society. Pupils are well informed about careers and are ambitious for their futures. Leaders successfully promote an understanding of the complexities of modern life so that pupils are well prepared for life beyond school.
6. Leaders are fully aware of their safeguarding responsibilities. Since the previous inspection, the safeguarding team has been expanded and provides extra capacity for issues to be dealt with effectively. Staff are well trained. The diligence of staff in the use of an online platform ensures effective communication relating to safeguarding concerns. Leaders have developed close links with local external agencies. Recruitment checks are carried out thoroughly and are appropriately recorded. Pupils know how to address concerns with adults and understand how to stay safe including online.

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:

- ensure that more effective feedback is provided to younger pupils, so that they know how to improve their work.
- ensure that the quality of teaching is adapted well to meet the needs of pupils who have SEND.
- implement plans to increase the content of economic education in the PSHE curriculum.

Section 1: Leadership and management, and governance

7. Leaders and managers have the required knowledge and skills and fulfil their responsibilities effectively, including actively promoting the wellbeing of pupils. Governors assure themselves that the Standards are met by routine scrutiny and monitoring of the school's practice and procedures, and through receiving regular reports. They provide appropriate challenge and support to leaders.
8. Leaders ensure that the school is a nurturing and caring community of confident, articulate pupils who are respectful in line with its aims. They successfully foster the values of character, confidence and compassion.
9. Leaders carefully consider and have an accurate view of the strengths and further development areas of the school and the impact their actions have on pupils' success. Robust monitoring processes are in place. They use their analysis well to inform their short- and longer-term plans for improvements. Governors ensure that the school is well resourced for these plans to be executed successfully.
10. Complaints are managed appropriately, and thorough records are kept. Complaints are dealt with within the timeframes stated in the school's policy.
11. Parents receive regular reports about pupils' progress, attitudes and attainment. All other required information is made available to parents, largely through the school's informative website. Education, health and care (EHC) plans are reviewed annually, and the related statements of accounts are reported annually to the relevant local authority.
12. Leaders have a comprehensive and robust approach to risk management. They have an effective understanding of physical, welfare and safeguarding risks and are working to streamline and systematise their processes to further improve the pupils' experience and maintain pupils' safety.
13. Leaders have developed a detailed accessibility plan that improves the movement for pupils around the building. Pupils' needs have been well considered and this has resulted in pupils having increased opportunity to access the curriculum and the school's facilities. However, leaders have been less successful in ensuring that pupils with SEND have consistent access to the curriculum.

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

14. All the relevant Standards are met.

Section 2: Quality of education, training and recreation

15. Leaders have designed a flexible and wide curriculum which includes bespoke responses to pupils' individual abilities. Leaders regularly review the provision to ensure that teachers plan and adapt the curriculum to meet the needs of pupils. Leaders have established a culture of collaborative learning, and pupils work well with each other, offering very supportive, thoughtful critique of each other's work.
16. Teachers have high levels of subject knowledge and establish warm working relationships with their classes. They foster well-established routines for learning. This ensures that classrooms are effective learning environments and consequently pupils have well developed skills and knowledge. Lessons introduce challenging texts which elicit detailed analysis. This strengthens the pupils' development of linguistic skills.
17. There is a robust tracking of performance through the examination years and there are clear strategies which facilitate pupils to achieve grades above those suggested by the baseline information. Pupils who speak English as an additional language (EAL) make good progress in their learning alongside their peers and answer questions with confidence because of the support provided by their teachers.
18. Staff implement clear curriculum plans and pupils show competence in addressing questions related to examination assessments. A clear focus on success criteria provides a structure which pupils use to develop their understanding.
19. There is a clear and supportive learning environment. Pupils answer questions and engage in discussions with confidence and clarity. This is because they have been effectively taught and use collaborative learning techniques, such as modelling answers together or using written planning techniques such as drawing and illustration to help explain their understanding.
20. Leaders have developed a culture that embraces British values. In Year 12 for example, pupils consider democratic processes in politics so that they can demonstrate impartiality and give a balanced opinion. In boarding houses, students write their own community beliefs which highlight the importance of respect and tolerance.
21. Academic leaders have designed a practical and effective system of reporting on pupils' attitudes to learning as well as on their attainment across the school. This ensures that pupils and their parents have a good understanding of how they are making progress in all subjects. Pupils show a high level of self-reflection about their academic work and are open to discussing their targets with others in a supportive environment, both with their form tutors and subject teachers. Consequently, pupils set informed and aspirational personal targets.
22. A combination of summative and formative assessment is used across a range of formal examination classes. Teachers provide helpful feedback which is combined with the use of self-evaluation by pupils to facilitate progress. However, in younger years in particular, the quality and consistency of feedback and marking is less effective. Younger pupils are often unable to identify where they have made mistakes or how to improve their work and consequently make less progress.
23. Pupils who have SEND are appropriately identified so that teachers can plan and adapt the learning to meet their needs. Some pupils' needs are well supported in lessons so that they can organise

their thoughts into fluent, written responses. However, the extent to which teachers understand and respond to the needs of pupils who have SEND in lessons varies considerably, and consequently these pupils make less progress in some areas of the curriculum.

24. There is a wide range of extra-curricular activities which offer stimulating opportunities to a broad range of pupils. Extra-curricular provision is a significant part of pupils' educational experience at this school. Through this provision, pupils acquire new knowledge and skills. Pupils appreciate the breadth of choice available, and staff adopt suggestions from pupils to enhance the programme. The emphasis with the younger pupils is on trying out new activities, then as pupils progress through the school, the programme focuses on teamwork, creativity, developing a passion and personal growth. Older pupils appreciate greater flexibility of choice of activity, and they consequently develop a wider range of skills.

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

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

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

26. Pupils from a diverse range of backgrounds live and work alongside each other in a culture of mutual respect. There is a real sense of community so that both boarders and day pupils regard their houses as central elements of their school lives. The positive and friendly atmosphere in the houses enables pupils of varied ages to become confident individuals who support one another and understand the need for tolerance.
27. British values are promoted within the PSHE programme and through posters across the campus. Pupils speak warmly about a culture of tolerance and mutual respect which is promoted through pupil-led groups such as the gender equity committee and the anti-racism committee.
28. Pupils appreciate the school's setting. Teachers' use of outdoor classrooms, and initiatives such as the living willow arch constructed by pupils help pupils to appreciate the outdoor environment.
29. Sport is a valued part of school life, and the leadership team invests in staffing and facilities to support both excellence and participation opportunities for all pupils. The sports provision caters to a diverse range of interests and abilities, with efforts made to enhance the program through specialised coaching and workshops. The broad range of activities coupled with robust monitoring systems ensures that all pupils take part in sporting activities, and enhances pupils' wellbeing through a culture of physical activity. This is particularly evident in female pupils in Years 9, 10 and 11 where there is a strong culture of participation which is opposite to national trends. This not only promotes physical fitness but also cultivates essential life skills such as teamwork, leadership, resilience, and discipline.
30. Pupils' self-esteem is developed through the warm and constructive relationships between teachers and their pupils. Pupils know that they will be listened to and that their opinions and ideas will be valued because leaders have developed a strong listening culture. Leaders value pupils' views and actively seek pupil input when improving provision, such as introducing rugby for girls. This collaborative approach empowers pupils and enhances their sense of ownership and engagement.
31. Teachers plan PSHE lessons carefully and use a range of helpful resources to deliver the curriculum effectively. The PSHE programme is effective in terms of mental health awareness and in delivering mental health first aid training. Year 9 pupils actively discuss mental health and anxiety in lessons which promotes insightful and pertinent questions.
32. The relationships and sex education (RSE) programme follows statutory guidance and pupils' views shape parts of the curriculum delivery, for example in its coverage of online relationships. The programme aligns to their current needs and offers appropriate and relevant guidance.
33. Pupils behave well. There is a detailed behaviour policy which encourages a consistent and appropriate approach. Leaders' records show that behaviour has improved in recent years. Leaders have cultivated an effective anti-bullying strategy which is supported by PSHE lessons and assemblies, often led by pupils. Pupils can clearly articulate what constitutes bullying and the harm it can cause.

34. The school premises are well maintained. Where areas are of a lower standard than the norm, there is a comprehensive refurbishment programme in place to ensure that pupils live and are taught in high quality accommodation.
35. Supervision is appropriate so that pupils can enjoy the grounds and facilities within a safe environment. In boarding houses, boarders are well supervised. There are clear and robust measures for collecting mobile phones overnight which are strictly enforced, enabling boarders to sleep without distractions.
36. The system for registration of pupils is appropriate. Records of starters and leavers are recorded and well maintained. There is regular communication with local agencies so that they are notified, and safeguarding records are transferred, about leavers and joiners, including at non-standard transition points.
37. There are developed systems to ensure high levels of maintenance. Staff are suitably trained and implement the robust policies that are in place. Fire safety is carefully managed, and fire safety equipment is properly maintained.
38. First aid provision for pupils is carefully managed and meets the medical needs of boarders and day pupils in the well-resourced medical centre. Pupils have appropriate support for their medical and therapy needs including access to a school counsellor. Staff deliver practical and useful talks on topics such as maintaining good mental health and guidance on healthy eating so that pupils know how to take responsibility for their own health.
39. Boarding house parents and their teams take considerable care to make the boarding houses warm and homely places. Rooms are individually designed to the pupil's character and common areas are personalised to the group.
40. There is a supportive pastoral atmosphere in boarding and boarders take pride in the boarding house culture. Boarders are positive about how their wellbeing is managed and aware of different adults they can speak to if they encounter a problem; they praise the honest and open approach of house staff.
41. There are a range of roles so that older pupils can hold leadership responsibilities and contribute to daily school life. This includes prefects who support younger pupils in the junior house to develop a love of learning and a sense of responsibility.

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

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

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

43. Pupils' economic literacy is developed through well-considered initiatives which also encourage a sense of charitable service to others. However, there is not enough economic teaching in the lower years. Leaders have started to plan improvements in this area.
44. Pupils understand the values of respect, support, and inclusivity, which prepares them well for life after school. They value being nurtured as individuals and recognise the importance of extending these principles beyond the school community to engage with wider society.
45. Pupils work together and support one another's learning. They demonstrate confidence in sharing knowledge, assisting peers, and collectively striving towards common goals. This collaborative ethos is evident across various contexts, including classroom activities and extracurricular pursuits, reflecting a positive and inclusive learning environment.
46. British values are promoted. Subject leaders have mapped out the curriculum highlighting key British values that are covered in different topics. Pupils are openminded and non-judgmental in their approach as a result.
47. Leaders have set out clear expectations for behaviour and pupils are encouraged to take responsibility for their actions. Consequently, pupils show a strong grasp of behavioural expectations and the associated consequences. They demonstrate an ability to discern between appropriate and inappropriate conduct, as well as an understanding of how their actions have an impact on their own learning and that of their peers. This underscores their capacity for self-regulation and decision-making.
48. Pupils are supported in choosing their future pathway in education through the careers programme. Pupils are ambitious in their plans. There are a range of activities and outside speakers to help provide pupils with detailed advice. Leaders provide suitable opportunities for pupils to learn about different career paths through initiatives such as a Careers Fair. Pupils make informed choices as they approach the world of work and their place in a global society.
49. Pupils have opportunities to engage with local organisations. Pupils volunteer to support sailors who have disabilities in a local club and become involved in global initiatives and charitable causes. They develop a sense of social responsibility. Some pupils organise and run a sports day for local children which teaches that altruism and service to others are important.
50. Opportunities to apply for leadership positions and engagement with initiatives, such as election to the anti-racism committee, successfully teach pupils about democratic processes. In PSHE lessons, careful planning allows pupils to engage with the judicial system through imaginative role play so that pupils begin to appreciate and understand the legal processes in British society. House councils help students understand the value of democracy in practice as they vote on matters affecting their house. In addition, the green, the lesbian, gay and bisexual, transgender (LGBT), gender equality and anti-racism committees are all active within the school community.
51. Schemes of work have been developed to reflect the history, complexity, and diversity of modern society. For example, in Year 8 history, learning about the transatlantic slave trade and its legacy

enables pupils to develop an understanding of a key area. Careful lesson planning, including impartial presentations of political issues allows Year 12 pupils to reflect on differences between US Presidential politics and mainstream British political parties so that they can demonstrate well-developed perspectives.

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

52. All the relevant Standards are met.

Safeguarding

53. Safeguarding procedures are well established and well known. Leaders engender a culture of openness and vigilance. The safeguarding policy follows current statutory guidance and is implemented effectively.
54. Governors conduct regular reviews of safeguarding practices. They discuss, and thoroughly scrutinise, safeguarding arrangements. Leaders implement any actions arising from their findings promptly.
55. Safeguarding induction and training for staff, including that for the safeguarding leaders, are thorough, regular, and in line with local requirements. Leaders keep up to date with changes to legislation and trends in child protection. Leaders provide safeguarding updates and scenario-based training for staff, followed by school generated quizzes to review understanding. Staff understand their safeguarding responsibilities and procedures. They know how to escalate concerns when required including a firm understanding of whistleblowing procedures.
56. Safeguarding leaders' relationship with local children's services is effective. The safeguarding team engage with social services, families and the police appropriately. They implement appropriate procedures including liaising effectively with external agencies in response to any concerns. When issues do arise, pupils are supported effectively. Safeguarding leaders record incidents and concerns, analyse trends and respond to emerging patterns. They have a strong understanding and effectively mitigate the safeguarding risks associated with supervising pupils on the school site. Leaders carefully monitor pupils affected by safeguarding issues to ensure that they receive appropriate support.
57. There are a number of ways for pupils to voice concerns. As a result, pupils feel safe in their school and can readily name a number of adults who they can go to should they wish to share any concerns. The physical and mental health of pupils are given a high priority and effective communication with parents is maintained appropriately.
58. All appropriate safer recruitment checks are made in a timely manner and accurately recorded. The nominated governor with responsibility for this area reviews the effectiveness of safeguarding arrangements, including recruitment checks.
59. Pupils are taught how to keep themselves safe, including when online. Robust internet filtering and monitoring procedures are in place and alerts are immediately reviewed by members of the safeguarding team who take action as required.

The extent to which the school meets Standards relating to safeguarding

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

School details

School	Lord Wandsworth College
Department for Education number	850/6064
Registered charity number	1143359
Address	Lord Wandsworth College Long Sutton Hook Hampshire RG29 1TB
Phone number	01256 860348
Email address	headsec@lordwandsworth.org
Website	www.lordwandsworth.org
Proprietor	Lord Wandsworth College Trust
Chair	Mr Robert Hannington
Headteacher	Mr Adam Williams
Age range	11 - 19
Number of pupils	679
Number of boarding pupils	384
Date of previous inspection	3 to 5 March 2020

Information about the school

61. Lord Wandsworth College is an independent co-educational day and boarding school for pupils aged between 11 and 18 years set in 1200 acres of parkland. It is a registered charity, overseen by a board of governors who are all trustees of the Lord Wandsworth Foundation. The school was founded in 1912, originally as an agricultural college for children who had lost parents through death, divorce or separation.
62. There are eight boarding houses on site. One of these is a mixed boarding house for younger pupils. Of the others, four of them are for male pupils and three of them are for female pupils.
63. The school has identified 268 pupils as having special educational needs and/or disabilities (SEND). A small proportion of pupils have an education, health and care (EHC) plan.
64. English is an additional language for 16 pupils.
65. The school states its aims are to nurture inwardly self-confident, outwardly modest, curious and passionate young individuals who are ambitious to go and make a positive difference in the world.

Inspection details

Inspection dates

12 to 14 March 2024

66. A team of eight inspectors visited the school for two and a half days.

67. 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 a group of 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
- Visits to boarding houses accompanied by pupils and staff
- Scrutiny of samples of pupils' work
- Scrutiny of a range of policies, documentation and records provided by the school

68. 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**.

Independent Schools Inspectorate

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