

Material change inspection report

16 May 2025

Hoe Bridge School

Hoe Place

Old Woking Road

Woking

Surrey

GU22 8JE

Inspection outcome

The school has requested a material change to its registration to extend its age range from 2 to 13 to 2 to 16.

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(1)(a), 2(1)(b)(i), 2(1)(b)(ii); 2(2)(a), 2(2)(b), 2(2)(c), 2(2)(d)(i), 2(2)(d)(ii), 2(2)(e)(i), 2(2)(e)(ii), 2(2)(e)(iii), 2(2)(f), 2(2)(g), 2(2)(h), 2(2)(i); 2A(1)(a), (b), (c), (d), (e), (f) and (g); 2A(2); 2(A)(3); 3(a), (b), (c), (d), (e), (f), (h), (i) and (j); 4

1. Leaders have drawn up a suitable curriculum which provides opportunities for pupils of all ages and aptitudes to make good progress. Pupils achieve well for their ages in all areas of learning. They develop a secure understanding of the topics covered and are confident to tackle challenging tasks.
2. Teachers have secure subject knowledge and plan lessons which take pupils' needs and prior attainment into account. They provide activities which engage pupils' interest and help them to acquire new skills and knowledge. Teachers assess pupils' progress over time and pupils' immediate responses to the work set in lessons. They provide detailed individual feedback which enables pupils to understand how to improve their work.
3. Leaders carry out a systematic programme of assessment of pupils' progress and attainment. They use assessment data effectively to identify areas for whole school improvement and to meet the needs of individual pupils. Leaders work well with teachers to put in place appropriate strategies to support pupils who have special educational needs and/or disabilities (SEND). Suitable arrangements are in place to assess and meet the needs of pupils who speak English as an additional language.
4. Leaders provide a suitable personal, social, health and economic (PSHE) curriculum which reflects the school's aims and encourages pupils to respect other people. Information about the programme is published on the school website. Parents are consulted when changes are made and may request their child is withdrawn from specific elements of the programme. Form tutors and specialist teachers provide pupils with relationships and sex education within PSHE lessons and other curriculum areas, taking pupils' needs into account. Pupils have a secure understanding of relationship issues and of the importance of respect.
5. Leaders provide information for pupils about possible future pathways alongside opportunities to develop the skills they will need for their future careers. Pupils recognise the ways in which they are developing valuable skills for the future through experiences of public speaking, budgeting and presenting.
6. A suitable programme of extra-curricular activities is provided for pupils. Leaders have drawn up plans for additional activities to meet the needs of pupils in Years 9 to 11.
7. Leaders have suitable plans to extend provision in all curriculum areas to pupils in Years 9 to 11. They have identified the means by which behaviour strategies will be adapted to support pupils in their learning. Leaders have prepared appropriate means of assessment, including arrangements relating to public examinations. Leaders have identified staff within the school with relevant

qualifications and experience to teach older pupils alongside newly appointed specialist staff. Teachers are well prepared to deliver the extended curriculum.

8. The school meets the Standards and 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 paragraphs 5(a), 5(b)(i), 5(b)(ii), 5(b)(iii), 5(b)(iv), 5(b)(v), 5(b)(vi), 5(b)(vii), 5(c), 5(d)(i), 5(d)(ii) and 5(d)(iii)

9. Leaders actively promote fundamental British values through the school's own values, the curriculum and day-to-day activities. Pupils develop self-confidence and an awareness of their own strengths and needs in response to the support and encouragement of adults throughout the school.
10. Pupils have a clear understanding of their responsibilities towards others. They undertake meaningful roles in school and identify the means by which they can contribute to the lives of others in the wider world.
11. Pupils understand the nature and impact of the laws which govern British society and learn about public institutions and services in England. They have a secure knowledge of the democratic process and of the role it plays in their school community.
12. Pupils learn about and appreciate the different faiths, traditions and customs which are practised by members of the school community and by those in the wider world. They show respect towards others and demonstrate a clear understanding of how people's lives may differ.
13. Leaders ensure that when political issues are discussed, pupils are presented with balanced views. Pupils understand the importance of teachers' not sharing their opinions so that they are able to develop their own ideas independently.
14. The school meets the Standard and is likely to continue to meet the Standard if the material change is implemented.

Part 3. Welfare, health and safety of pupils

ISSR paragraph 7(a) and (b)

15. Leaders draw up and implement suitable policies and procedures to safeguard pupils which pay due regard to current statutory guidance. Governors maintain oversight through a structured programmes of visits to the school and reports from senior leaders.
16. Staff, leaders and governors are appropriately trained for their roles. Staff have a secure awareness of their safeguarding responsibilities and of the specific safeguarding risks to pupils in the school. They understand the importance of adhering to the staff code of conduct and the need to report any concerns about the behaviour of adults in the school.
17. Pupils have trusted adults in school with whom they can share their concerns. Staff know how to record concerns appropriately and report these swiftly to safeguarding leaders.
18. Leaders respond to concerns in a timely manner and record their actions in detail. They liaise with external agencies as required, seeking and acting on their advice when appropriate.
19. Pupils have a secure understanding of how to protect themselves when they are using the internet in response to the guidance they receive in PSHE and information and communications technology

lessons. Leaders implement an effective system to filter internet use and monitor this frequently to ensure systems are robust.

20. Leaders have considered the potential safeguarding risks associated with the inclusion of pupils in Years 9 to 11 in the school. They have drawn up suitable arrangements and procedures to mitigate these and to monitor their effectiveness. These include the appointment of additional safeguarding leaders and the provision of separate areas in which older pupils will work and socialise.
21. The school meets the Standard and is likely to continue to meet the Standard if the material change is implemented.

Part 6. Provision of information

ISSR paragraph 32(1)(c)

22. 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.
23. The school meets the Standard and is likely to continue to meet the Standard if the material change is implemented.

Part 8. Quality of leadership and management of schools

ISSR paragraphs 34(1)(a), (b) and (c)

24. Leaders have the good skills and knowledge they need to ensure that the Standards, which were the focus of the inspection, are met and the wellbeing of the pupils is promoted.
25. Leaders have considered carefully the means by which the needs of pupils in Years 9 to 11 will be met and have drawn up suitable plans. Governors maintain effective oversight of school policies and procedures and of the preparations for the proposed material change.
26. The school meets the Standard and is likely to continue to meet the Standard if the material change is implemented.

School details

School	Hoe Bridge School
Department for Education number	936/6395
Registered charity number	295808
Address	Hoe Bridge School Hoe Place Old Woking Road Surrey GU22 8JE
Phone number	01483 760018
Email address	info@hoebridgeschool.co.uk
Website	www.hoebridgeschool.co.uk
Proprietor	Hoe Bridge School Ltd
Chair	Mr Ian Katté
Headteacher	Mr Christopher Webster
Age range	2 to 13
Number of pupils	550
Date of previous inspection	28 February to 2 March 2023

Information about the school

27. Hoe Bridge School is a coeducational day school located in Woking, Surrey. It comprises a pre-prep section for pupils aged two to seven and a prep section for pupils aged seven to thirteen. The school is a charitable trust overseen by a board of governors.
28. There are 117 children in the early years, in three Nursery classes and three Reception classes.
29. The school has identified 52 pupils as having special educational needs and/or disabilities. Seven pupils in the school have an education, health and care plan.
30. The school has identified 97 pupils for whom English is an additional language.
31. The school states that its aims are to enable pupils to develop academic, personal and social skills which enable them to think independently and make informed choices. It seeks to prepare pupils to take up their places as empathetic, responsible and resilient members of society within an engaging and progressive education based on Christian principles.

Purpose of the material change

Inspectors carried out this inspection following an application made by the school to the DfE 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 if the material change is implemented.

Inspection details

Inspection dates

16 May 2025

32. One reporting inspector visited the school for one day.
33. Inspection activities included:
 - discussions with members of the governing body
 - discussions with the headteacher, school leaders, managers and other members of staff
 - discussions with pupils and staff
 - scrutiny of samples of pupils' work
 - scrutiny of a range of policies, documentation and records provided by the school
 - scrutiny of information published on the school's website.

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Independent Schools Inspectorate

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