



## **Material Change Inspection Report**

**The Mall School**

**September 2023**

## School's details

<b>School</b>	The Mall School		
<b>DfE number</b>	318/6003		
<b>Early Years registration number</b>	EY2628971		
<b>Registered charity number</b>	295003		
<b>Address</b>	The Mall School 185 Hampton Road Twickenham Middlesex TW2 5NQ		
<b>Telephone number</b>	020 8977 2523		
<b>Email address</b>	reception@themallschool.org.uk		
<b>Headmaster</b>	Mr David Price		
<b>Chair of governors</b>	Mrs Natasha Page		
<b>Proprietor</b>	Mall School Trust Ltd		
<b>Age range</b>	0 to 11		
<b>Number of pupils on roll</b>	217		
	<b>Nursery</b>	58	<b>Reception</b> 17
	<b>Pre-prep</b>	19	<b>Prep</b> 123
<b>Date of inspection</b>	14 September 2023		

## 1. Introduction

### Characteristics of the school

- 1.1 The Mall School is an independent day school for male pupils. It was founded in 1872 and moved to its present site in 1909. The school is overseen by a board of governors. The school opened a co-educational day nursery for children aged six months to 4 years in September 2022. This Early Years Foundation Stage (EYFS) setting is situated within walking distance of the main campus and was not a focus of the visit. Thirty pupils have special educational needs and/or disabilities (SEND), one of whom has an education, health and care (EHC) plan. Thirteen pupils speak English as an additional language. The current chair of governors took up her position in September 2023. The school's previous inspection was a focused compliance and educational quality inspection, which took place in January 2022.

### 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 become co-educational from September 2023. Currently female pupils are admitted to Reception class. The inspection focused on the school's compliance with the Education (Independent School Standards) Regulations 2014 (ISSRs), and the requirements of the Early Years Statutory Framework.

Regulations which were the focus of the inspection	Team judgements
Part 1, paragraphs 2 (curriculum) and 2A (relationships and sex education)	<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 5, paragraph 23 (toilet and washing facilities)	<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 school provides pupils, including children in the EYFS, with an appropriate curriculum. Curriculum plans and schemes of work across the suitable range of subjects contain content matched to the ages and abilities of the pupils. The school provides pupils with appropriate personal, social, health and economic education (PSHE) and RSE programmes. Both of these have been revised to ensure their suitability for co-education. The school has reviewed programmes of study and curriculum resources effectively to ensure that they are suitable for co-education. In addition, teaching staff have undertaken training in the learning needs of pupils of different genders, and how to deliver the curriculum in order to meet these.

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

- 2.3 The school meets the requirement.
- 2.4 The school encourages respect for other people effectively, paying particular regard to the protected characteristics of the 2010 Equality Act. The PSHE programme and other components of the curriculum engage pupils appropriately with issues of equality, rights and fair treatment of people from different cultures and backgrounds. Pupils who spoke to the inspector explained how the school promotes respectful behaviour and attitudes and how it engages them with issues such as women's rights and stereotypes. They also explained how the school promotes respect for those with SEND.

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

#### Safeguarding policy

- 2.5 The school meets the requirements.
- 2.6 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

- 2.7 The school meets the standard.
- 2.8 The school acts in the best interests of the child and implements its safeguarding policy and procedures effectively. Leaders and staff encourage pupils to share any worries and provide them with a range of means to do so. Pupils receive a response when they express concerns and suitable action is taken. Safeguarding records confirm this. They demonstrate that the school follows suitable procedures and acts in accordance with locally agreed safeguarding procedures should safeguarding concerns arise. Leaders seek advice from and make referrals to external safeguarding agencies when appropriate. The designated safeguarding lead (DSL) and deputy DSLs provide sufficient coverage for their role, including in the EYFS. They and all staff and governors are appropriately trained and understand the different types of abuse and their responsibilities under the safeguarding policy and the staff code of conduct. The school has suitable procedures to respond to child-on-child abuse, including providing support for any pupils who are affected by this. There are appropriate procedures in place to respond to any allegations about staff that might arise. Staff who spoke to the inspector expressed confidence in the school's whistleblowing process. The school teaches children and pupils

how to keep safe, including when online. Suitable filtering and monitoring of internet use are in place, as are suitable safer recruitment procedures. Governors maintain regular and effective oversight of the school's safeguarding policy and practice. Leaders have considered the potential safeguarding needs of female pupils effectively, including by ensuring that staff have received training about female pupils' needs.

### **Premises and accommodation – toilet and washing facilities [ISSR Part 5, paragraph 23]**

- 2.9 The school meets the standard.
- 2.10 Currently there are female pupils only in the Reception class, which has suitable separate toilet and washing facilities for male and female pupils, as does the sports hall and swimming pool. The school has architects' plans to convert the other toilet facilities on the site from ones for male pupils only to separate ones for male and female pupils as each year group becomes co-educational. This is planned to involve one year group at a time. All toilet and washing facilities seen are suitable and there are a sufficient number of toilets for the number of pupils.

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

- 2.11 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]**

- 2.12 The school meets the standard.
- 2.13 The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met, and they actively promote the wellbeing of the pupils. The proprietor and senior leaders have planned effectively for the proposed material change, including by training and supporting staff, revising the curriculum and resources effectively and making necessary changes to the school's buildings.

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

#### **Recommendation**

- 3.1 It is recommended that the school's proposal, to become co-educational from September 2023, be approved.

## **4. Summary of evidence**

- 4.1 The inspector held discussions with the head, senior leaders and other members of staff and met with the chair of governors. He visited different areas of the school, talked with groups of pupils, including female pupils, and scrutinised a range of documentation, records and policies.