

Inspection of Wilson's School

Mollison Drive, Wallington, Surrey SM6 9JW

Inspection dates:

28 and 29 September 2022

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Sixth-form provision

Outstanding

Previous inspection grade

Not previously inspected under section 5
of the Education Act 2005

Ofsted has not previously inspected Wilson's School under section 5 of the Education Act 2005. However, Ofsted previously judged Wilson's School to be outstanding, before it opened as an academy.

What is it like to attend this school?

Leaders and staff deliver an exceptional education here. Leaders have created a climate where everyone excels. Leaders and staff strive for the very highest standards. As a result, pupils thrive in a culture of high expectations. Pupils' achievement motivates them to learn and discover more. Leaders ensure everyone is valued.

Pupils' behaviour is exemplary and the atmosphere is warm. Professional relationships between pupils and staff are respectful. This creates a harmonious and collaborative community. Teachers are subject experts and work hard to promote pupils' academic success and their well-being.

Pupils are very proud of the school and almost all stay on to continue their studies in the sixth form. All pupils rise to the challenge of the school's motto, 'Not for self, but for all', and work hard to contribute to the whole school community. Pupils volunteer regularly in the local community. For example, they support primary-age pupils in their learning and they take part in charitable work.

Pupils are safe in the school and know that staff are there to support them should they have any concerns. Staff deal with any reported incidents of bullying swiftly and sensitively.

What does the school do well and what does it need to do better?

The school's knowledgeable staff share leaders' high aspirations and contribute to realising them. The standards set by leaders, and the extensive opportunities provided for pupils, combine to deliver a first-rate education.

Leaders and staff ensure that the curriculum challenges all pupils. Leaders ensure that in all subjects the curriculum is highly ambitious. Carefully sequenced and very clearly presented content in all subjects prepares pupils for later study at A level. Pupils are highly diligent about every aspect of their development and learning.

Leaders and staff have the same high expectations for all pupils, including pupils with special educational needs and/or disabilities (SEND). Pupils with SEND achieve as highly as their peers. This is because teachers and leaders know them well and ensure they identify and meet their needs.

Leaders promote the development of pupils' deep knowledge and understanding across the curriculum. Leaders' precise curricular thinking enables pupils to excel in all subjects. Teachers' expertise ensures that pupils are engaged and stimulated in every lesson. Pupils are very keen to learn. Teachers expect pupils to work and think hard. They use assessment highly effectively to check that pupils are ready to move

on in their learning. Teachers identify any pupils who need further support and address any difficulties or misconceptions.

Teachers ensure that pupils read a wide and varied range of texts for both study and pleasure. This nurtures pupils' curiosity and deepens their knowledge well beyond the taught curriculum.

Pupils and students in the sixth form achieve exceptionally well academically. Pupils learn to become independent and produce a very high standard of work. For example, in art, pupils in Year 10 produced detailed explorations of various artists inspired by a recent gallery visit. Leaders have ensured that skilled pastoral staff promote pupils' well-being. Parents and carers appreciate the care that is taken by leaders to nurture pupils into accomplished citizens.

An exceptional enrichment curriculum in all years gives pupils rich and varied experiences. Pupils enjoy the many opportunities available, including schemes such as The Duke of Edinburgh's Award. Pupils have access to a wide range of clubs and visits, including sports clubs, clubs celebrating diversity and visits to museums and galleries. Nothing is left to chance, and all areas of personal development, including careers education, equip pupils well for their next steps.

Trustees have a very good understanding of the school's work. They provide leaders with robust challenge and support. Leaders manage staff's workload well and staff appreciate the support for their well-being.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff are highly trained and alert to the signs of pupils at potential risk from harm. Systems for reporting concerns are robust and well established. Leaders are proactive in seeking support from a range of external agencies. They ensure pupils and families receive timely and decisive support. Staff are well trained and knowledgeable about safeguarding.

Trustees regularly question leaders about safeguarding and monitor the impact of leaders' work. Leaders are alert to the pressures that pupils face. Mental health awareness is treated as a whole-school priority. Pupils are encouraged to keep themselves safe.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

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| Unique reference number | 136621 |
| Local authority | Sutton |
| Inspection number | 10228446 |
| Type of school | Secondary Grammar (selective) |
| School category | Academy converter |
| Age range of pupils | 11 to 18 |
| Gender of pupils | Boys |
| Gender of pupils in sixth-form provision | Boys |
| Number of pupils on the school roll | 1,301 |
| Of which, number on roll in the sixth form | 360 |
| Appropriate authority | Board of trustees |
| Chair of trust | John Nicholson |
| Headteacher | Nathan Cole |
| Website | www.wilsons.school |
| Date of previous inspection | Not previously inspected |

Information about this school

- Wilson's School converted to become an academy school in April 2011. When its predecessor school, Wilson's School, was last inspected by Ofsted, it was judged to be outstanding overall.
- The school does not currently use any alternative provision.
- The school meets the requirements of the Baker Clause, which requires schools to provide pupils in Years 8 to 13 with information about approved technical education qualifications and apprenticeships.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, senior leaders, the special educational needs coordinator, subject leaders, teachers and members of the support staff.
- An inspector met with representatives of the board of trustees.
- Inspectors carried out deep dives in these subjects: mathematics, science, modern foreign languages, art, business and economics. For each deep dive, inspectors met with subject leaders, visited some lessons, spoke with pupils and teachers, and considered samples of pupils' work.
- Inspectors also considered other curriculum areas, including drama, English, design and technology, and music.
- Inspectors met with staff responsible for safeguarding. They considered a range of documents in relation to safeguarding, including leaders' pre-employment checks on staff. Inspectors spoke to staff and pupils about aspects of safeguarding.
- Inspectors observed pupils' behaviour at breaktimes, in corridors, during registration and in lessons. They also spoke to pupils about bullying, behaviour and leaders' expectations of their behaviour. Inspectors discussed pupils' programme of wider personal development.
- Inspectors reviewed responses and comments to Ofsted's surveys for pupils, parents and staff.

Inspection team

| | |
|---------------------------------|------------------|
| Sophie Cavanagh, lead inspector | Ofsted Inspector |
| Lucy Bruce | Ofsted Inspector |
| Philippa Nunn | Ofsted Inspector |
| Peter Gale | Ofsted Inspector |
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