Inspection of Norwegian School in London

28 Arterberry Rd, Wimbledon, London SW20 8AH

Inspection dates:	16 to 18 September 2025

Overall effectiveness	**Outstanding**
The quality of education	**Outstanding**
Behaviour and attitudes	**Outstanding**
Personal development	**Outstanding**
Leadership and management	**Outstanding**
Overall effectiveness at previous inspection	Good
Does the school meet the independent school standards?	**Yes**

What is it like to attend this school?

The school warmly welcomes pupils and their families when they join. This is supported by the range of team-building and social activities that the school organises so that pupils, staff, parents and carers all feel part of this cohesive community. Pupils and staff build strong and respectful working relationships. Pupils are very happy here and appreciate all that the school offers.

The school is highly ambitious in its aims to provide pupils with an excellent education. They strive to provide pupils with`the best of two worlds'. The school draws on Norwegian and British educational approaches, shared values and an openness to all cultures. As a result, pupils achieve very highly in their academic studies and receive consistently high-quality support with their personal development.

Pupils' behaviour is brilliant. This is because they accept and value everyone for who they are. Pupils are inquisitive and enjoy working together to research information. They make informed presentations to their peers, so that they can learn from one another. Pupils also learn to debate controversial topics in a mature manner. They are open to considering views that are different to their own. Pupils enjoy the occasional activities in mixed-age teams, from 16 to 6-year-olds. This contributes to pupils getting to know one another well.

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

The school's curriculum is very rich and broad. Since the last inspection, the school has worked with external experts to design learning in a sequenced manner. This has led to raising standards further and supporting pupils to achieve exceptionally well across the board. The school ensures that pupils become fluent in both Norwegian and English. Furthermore, pupils learn a third language, choosing from French, Spanish and German or, alternatively, opting for extended English.

Teaching pupils to read is a top priority. Almost all pupils who join the school read English fluently, but any who need further support receive it in a timely and effective manner. Pupils have regular opportunities to read books of their choice throughout the day. They also read books in Norwegian and in English, both in school and for homework, every day. The school's work to promote reading helps to ensure that pupils become avid, confident and fluent bilingual readers.

Teachers are trained well and have access to quality resources. This enables them to teach the curriculum effectively. Pupils with special educational needs and/or disabilities (SEND) are identified and assessed quickly. The school is very adept at accessing and managing resources to help these pupils to achieve the best possible outcomes. Staff identify and address the individual needs of this transient pupil population. Pupils, therefore, thrive and are well prepared for when they move on. Staff check learning effectively to inform their teaching and address gaps in pupils' knowledge. They help pupils to reflect thoughtfully on the knowledge that they have

learned. For example, twice a year, older pupils write a detailed self-evaluative reflection of their learning. They present their findings to their parents in front of their teachers, who also share their assessments with the parents. Together, they set goals for improvement. This helps pupils take responsibility for their own learning and motivates them to improve.

The school has a firmly established culture of positive behaviours. Newcomers follow these high expectations in no time. Classrooms are calm and pupils are productive. They display very positive attitudes to learning. Pupils attend regularly. When there is a barrier to attendance, the school works closely with the families to successfully overcome any obstacles.

The school's programme of promoting pupils' personal development is very well considered. Pupils enthuse about the opportunities that they have to experience the diverse culture in London. The wide range of visits includes trips to a Shakespearian theatre and an East London street-art tour. Across the school, pupils are taught about how to form healthy relationships in an age-appropriate manner. Pupils are taught lessons that combine religious education, philosophy and ethics. They visit different places of worship every year. The weekly 'class hour' provides opportunities for pupils to raise concerns and have discussions on social issues and how to take care of their mental health. Pupils also engage in a range of outdoor activities and other educational visits to deepen and broaden their learning. These include visits overseas, such as to Brussels, which included visiting the NATO headquarters. Pupils make contributions to the wider community, such as the choir that performs at local care homes. The school offers pupils a suitable programme of careers guidance and advice. This supports pupils to make appropriate personal choices for their next steps, be it in the United Kingdom or Norway. Pupils leave the school extremely well prepared for their future lives.

The proprietor body and school leaders communicate a clear vision of excellence and high expectations for all. The proprietor invites parents, staff and pupil representatives to its regular board meetings. This gives all stakeholder groups a chance to share their views. Staff, parents and pupils speak highly of the school and its leadership. Staff are grateful for the way that the school takes care of their well-being. They highlighted the opportunities they have for professional development and to socialise and bond.

The proprietor ensures that the school meets the independent school standards. The school complies with paragraphs 3 and 4 of schedule 10 of the Equality Act 2010.

Safeguarding

The arrangements for safeguarding are effective.

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.

School details

Unique reference number	102693
DfE registration number	315/6072
Local authority	Merton
Inspection number	10391701
Type of school	Other Independent School
School category	Independent School
Age range of pupils	6 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	66
Number of part-time pupils	0
Proprietor	The Norwegian School In London Ltd
Chair	James Johansen
Headteacher	Lise Karlsen
Annual fees (day pupils)	£2,700 to £19,000
Telephone number	020 8947 6617
Website	www.norwegianschool.org.uk
Email address	mail@norwegianschool.org.uk
Date of previous inspection	22 to 24 November 2022

Information about this school

- The Norwegian School in London is an independent school that was registered in 1982 for Norwegian expatriate pupils who are temporarily residing in London.
- The school follows the Norwegian national curriculum. It teaches English for more hours than required by the Norwegian national curriculum. It also teaches the English statutory requirements for personal, social, health, and economic education, and relationships and sex education.
- Almost all pupils speak English as an additional language.
- The school is supported by the Norwegian government, including for pastoral care and additional support for pupils with SEND.
- Lessons and teaching predominantly take place in Norwegian.
- The school uses no alternative provision.
- Pupils enter and leave the school at different points in the year. A significant number attend for a short time. Many current Year 10 pupils are exchange pupils from different schools in Norway, staying for the autumn term.

Information about this inspection

Inspectors carried out this inspection under section 109(1) and (2) of the Education and Skills Act 2008. The purpose of the inspection is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

The school meets the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: English, including reading, mathematics, personal, social, health and economic education and arts and crafts. For each deep dive, inspectors held discussions about the curriculum, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. They also considered other subjects as part of this inspection.
- Inspectors met with the chair and other proprietor body members, the headteacher and other senior staff. They also had formal meetings with staff and spoke with groups of pupils.

- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- To check the school's compliance with the independent school standards, inspectors carried out a range of activities, including meeting with leaders, a site walk to check the premises, a check of the content on the school's website and scrutiny of the school's records and documentation.
- Inspectors considered the responses to Ofsted surveys for parents and staff. They also spoke with parents in the playground.

Inspection team

David Radomsky, lead inspector	His Majesty's Inspector
Nick Hitchen	Ofsted Inspector

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Piccadilly Gate
Store Street
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M1 2WD

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