

HALL SCHOOL WIMBLEDON

**BEAVERS HOLT
STROUD CRESCENT
PUTNEY VALE
LONDON SW15 3EQ**

**THE DOWNS
17 THE DOWNS
WIMBLEDON
LONDON SW20 8HF**

Reporting Inspector: Stewart Robertson HMI

Date of Inspection: 1-5 October 2001

Information about the school

Name of the school: Hall School Wimbledon

Type of school: Day

Status: Independent

Age-range of pupils: 3 to 16

Gender of pupils: Mixed

Number on roll (full-time pupils): 646

School address: *Junior School*
Beavers Holt
Stroud Crescent
Putney Vale
London SW15 3EQ
Tel: 020 8788 2370
Fax: 020 8788 2121

Senior School
The Downs
17 The Downs
Wimbledon
London SW20 8HF
Tel: 020 8879 9200
Fax: 020 8946 0864

Headmaster: Timothy Hobbs

Proprietor: Timothy Hobbs

Appropriate authority:

Timothy Hobbs

DfES number:

101/086

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PART A: SUMMARY OF THE REPORT

Information about the school

Hall School Wimbledon is a co-educational independent school for pupils aged 3-16. It was founded in Wimbledon Village by the present proprietor who is also the school's headmaster. It was founded in Wimbledon village, in 1990 with nine children, by the present proprietor etc. Within two years, pupil numbers had grown and the school, catering for pupils aged of 3-13, moved to Putney Vale. In 1998, again with increasing numbers, the proprietor purchased Hazelhurst School for Girls.

There are currently 646 pupils on roll on the two sites which are on either side of Wimbledon Common. The junior school (the under-fives to Year 5) is accommodated in an ex-LEA primary school, Beavers Holt in Putney Vale. The senior school (Years 6-11) occupies the former Hazelhurst School premises, an extended Victorian residential property known as The Downs.

Beavers Holt includes Ann Margaret House, a unit for autistic pupils. Hall School Wimbledon is in receipt of public funds for the four pupils at the unit, another statemented pupil and 60 children under the scheme for publicly funded nursery provision.

Hall School Wimbledon provides the Common Entrance syllabus, preparing pupils for examinations to secondary independent schools. It also prepares pupils for entrance examinations at 7, 8 and 11 to junior independent schools. Since the acquisition of Hazelhurst School, the school has prepared pupils for the General Certificate of Secondary Education (GCSE). Hall School Wimbledon's mission statement contains a commitment "to produce the very highest standard of education" and "to ensure that our children are happy, secure and fulfilled". Underpinning this is a set of values and beliefs contained in a statement, published in the school prospectus, called the Spirit of the School.

MAIN FINDINGS

How good the school is

Hall School Wimbledon is a developing school with many strengths. It meets the requirements for registration as laid down in the Education Act 1996.

Overall, standards in English and science are good. Standards in mathematics are satisfactory. Almost half the teaching is good or very good and the remainder is almost always satisfactory.

Pastoral care is very good. Pupils' attitudes to school, their behaviour, personal development and relationships with other pupils and adults are very good. The school is well led and managed. The headmaster and principal set the tone of the school, in particular in relation to consideration and care for others. Parents are very supportive of the school's ethos.

What the school does well

- The headmaster provides very clear leadership which shapes the development of the school.
- The use of specialist teachers at Beavers Holt and teachers' subject knowledge at The Downs this promotes effective learning.
- Pastoral care is very good.
- Pupils' attitudes to school, their behaviour, personal development and their relationships with other pupils and adults are very good.
- Field trips enrich pupils' personal and social development.
- Pupils have a successful introduction to school life in the Foundation Stage.
- Provision for autistic pupils at Ann Margaret House is good.
- The school environment has a positive impact on pupils' personal, and academic development.

What could be improved

- There is no systematic evaluation of the standards which pupils achieve or of the quality of learning.
- The curriculum for pupils aged 14 and over does not fully meet their needs.
- Communication with parents is sometimes poor.

Standards

In the Foundation Stage, pupils make good progress towards the Early Learning Goals, which almost all pupils reach. Pupils are achieving above the national norms at Key Stages 1, 2 and 3 in English and science. Standards are lower in mathematics. Results in Common Entrance are good. At GCSE, 80 per cent of eligible pupils achieved five or more higher grades in 2000, and 40 per cent in 2001. The 40 per cent relates to the results of only five pupils. The school's A*-C pass rate, based on pupils who sat the GCSE examinations, and not all those who were eligible, was 87 per cent in 2000 and 86 per cent in 2001.

Pupils' attitudes and values

Aspect	Comment
Attitudes to the school	Attitudes are very good. Almost all pupils

	are enthusiastic in lessons, enjoy their work and show pride in their achievements.
Behaviour, in and out of classrooms	Pupils move about the school and the grounds very sensibly. Behaviour in lessons is very good.
Personal development and relationships	Pupils' personal development is very good. Pupils have a well-developed sense of right and wrong and understand the need to follow classroom and school rules. Relationships are very good.
Attendance	Attendance is good.

Pupils frequently demonstrate their good manners. They happily undertake tasks which they are given. They frequently volunteer to help others.

Teaching and learning

Teaching of pupils	aged up to 5 years	aged 5-7 years	aged 7-11 years	aged 11-13 years	aged 13-16 years
Lessons seen overall	Good	Good	Satisfactory	Satisfactory	Good

Inspectors make judgements about teaching in the range; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

Teaching was good or better in almost half the lessons seen.

The use of specialist teachers is a feature of the best practice at Beavers Holt. Teachers' subject knowledge is a particularly good feature at The Downs. This promotes successful learning.

In the best lessons, teachers provide opportunities for pupils to think. Typically, these lessons have elements which challenge pupils, for example to respond to questions posed, reflect on their learning or talk about what they have learnt. In the best lessons, teachers are inclusive in their approach ensuring that no one is left out of class discussions, and that pupils who need personal help with their work receive it. This is particularly so at Key Stage 4 where class sizes are relatively small and have an especially positive impact on learning.

Other aspects of the school

Aspect	Comment
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The quality and range of the curriculum	<p>The curriculum is broad and balanced, except in Year 11, which is only the second such cohort in the school.</p> <p>At The Downs, there is no planned provision for personal, social and health education.</p> <p>Field trips are a good feature of the school's work.</p>
Provision for pupils with special educational needs	<p>Pupils respond well in withdrawal sessions. Class teachers do not always focus on pupils' needs. Where there is support in class, this facilitates learning.</p> <p>Provision for autistic pupils at Ann Margaret House is good. Teaching is good. Access to other teachers for specialist subjects is valuable.</p>
Provision for pupils' personal, including spiritual, moral, social and cultural development	<p>Provision for personal development is very good. Planned provision for spiritual, moral, social, and cultural education is limited apart from field trips.</p>
How well the school cares for its pupils	<p>Pastoral care is very good. Procedures for ensuring the safety of pupils are good but there are several areas where safety should be reviewed. The measures taken to promote good attendance and behaviour are very good. Arrangements for assessing pupils' attainment and progress are generally good.</p>

How well the school is led and managed?

Aspect	Comment
Leadership and management by the headteacher and other key staff	<p>The headmaster provides strong leadership which has shaped the development of the school. The headmaster and principal set the tone of the school, in particular providing good role models of consideration and care for others.</p> <p>The relatively new senior management team provides a wider forum for the helpful discussion of whole-school issues.</p> <p>Recently, senior staff have undertaken an analysis of the school's strengths and weaknesses. Arrangements to extend the knowledge and skills of teachers and other staff are not well developed. A system of appraisal has been established at Beavers Holt and one cycle has been completed.</p> <p>At Beavers Holt, the specialist rooms for art, drama, music and physical education are well used. Throughout, classrooms have been made attractive through the hanging of original art exhibits. The school's outside environment has a positive impact on pupils' personal development.</p>
The school's evaluation of its performance	<p>There is no systematic evaluation of the standards pupils achieve or of the quality of learning.</p>

The strategic use of resources	Resources are adequate in the majority of curriculum areas but the school has an insufficient number of computers for the number of pupils on roll. There is no overall management of the use of computers on either site.
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Parents' and carers' views of the school

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • their children like school • the progress which pupils make • behaviour • the quality of the teaching • the school's leadership • staff are approachable • the school expects pupils to work hard and achieve their best • the school is helping their children to become mature and responsible 	<ul style="list-style-type: none"> • Some parents felt that the school does not keep them well informed and does not work closely with them. • pupils do not receive the right amount of work to do at home

Parents have very positive views of the school. The parents' meeting before the inspection was very well attended. The parents' questionnaire was returned by a high proportion of the parents. The meetings and the questionnaire returns indicate the strength of support for the school, in particular of its ethos.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

The school does some initial standardised assessment of reading and spelling in the reception and Year 1 classes. This indicates that about 10 per cent of pupils have a relatively low reading age, but that the rest all have a reading age above their chronological age, often by over six months. Attainment at this age is generally above the national average.

In the Foundation Stage, pupils make good progress towards the Early Learning Goals, which almost all pupils reach.

Pupils do not take the National Curriculum tests. Lesson observations and pupils' work indicate that pupils are achieving above the national norms at Key Stages 1, 2 and 3 in English and science. In mathematics, pupils are reaching the expected level at the end of Key Stages 1 and 2. Standards in number and algebra are high in Key Stage 3. The school enters pupils for Common Entrance examinations, with good success.

At GCSE, 80 per cent of eligible pupils achieved five or more higher grades in 2000, and 40 per cent in 2001. The 40 per cent relates to the results of only five pupils. The school's A*-C pass rate, based on pupils who sat the GCSE examinations, and not all those who were eligible, was 87 per cent in 2000 and 86 per cent in 2001.

Standards in English are good overall. Pupils have a wide, oral and written vocabulary. Reading, speaking and listening are very good throughout. Creative writing is a strength. Literacy is well developed across the school.

Overall, standards in mathematics are satisfactory; they are good with regard to number and algebra at The Downs. At the end of Key Stages 1 and 2, the majority of pupils are attaining the expected levels. Investigative skills are less well developed. Mathematical ideas are used in other subjects, such as in the application of formulae in science.

Standards in science are good overall. Experimental work begins early and is developed subsequently. Opportunities for planning, analysing results and evaluation are more limited, particularly in Key Stages 2 and 3.

Pupils' attitudes and values

The school aims to promote a friendly atmosphere in which the pupils are happy, self-confident and well-mannered. It is wholly successful in achieving these aims.

Attitudes to the school are very good throughout. The overwhelming majority of pupils are enthusiastic in lessons, enjoy their work and show pride in their achievements.

Behaviour in lessons is very good. Pupils have a good understanding of the effect of their actions and show proper regard for the needs of others. They treat their peers and adults with respect. Pupils move about the school and the grounds very sensibly. Lunchtimes are pleasant social occasions. Exclusions are very rare but, in the last year, four pupils were excluded for a fixed term because of activities that took place outside the school premises.

Pupils' personal development is very good. Pupils have a well-developed sense of right and wrong and understand the need to follow classroom and school rules.

Relationships are very good. Pupils help adults willingly, for example when clearing up at the end of practical activities. They frequently demonstrate their good manners. They respond well to the high expectations adults have of them, for example when they help prepare the school meals, serve at the dining tables or care for the school's animals. They happily undertake any tasks which they are given such as taking registers from their classrooms to the school office or organising gymnastics equipment. They frequently volunteer to help others.

Attendance is good. There are no unauthorised absences. Most pupils arrive on time but, during the week of the inspection, when the weather was poor and local traffic was very heavy, the number of late arrivals affected the start of some lessons. At most other times, lessons start promptly although some of the oldest pupils can be slow to

move between the buildings and the late arrival of pupils adversely affects what can be achieved in a 45 minute lesson. Registers comply with statutory requirements.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

Teaching was good or better in almost half the lessons seen; the number of unsatisfactory lessons was small. Staff on both sites are committed to their pupils and hard-working.

The use of specialist teachers is a feature of the best practice at Beavers Holt. Teachers' subject knowledge is a particularly good feature at The Downs. This promotes successful learning.

In the best lessons, teachers provide opportunities for pupils to think. Typically, these lessons have elements which challenge pupils, for example to respond to questions posed, reflect on their learning or talk about what they have learnt. In the best lessons, teachers are inclusive in their approach ensuring that no one is left out of class discussions, and that pupils who need personal help with their work receive it. This is particularly so at Key Stage 4 where class sizes are relatively small and have an especially positive impact on learning.

Not all lessons involve all pupils as well as they could. Where the teaching involves whole class instruction with individual pupils responding orally, some pupils are uninvolved. Tasks are not always appropriate to the differing levels of attainment. In particular higher-attaining pupils are insufficiently stretched and lower-attaining pupils are insufficiently supported. Whilst teachers highlight weaknesses in the work of individual pupils, they are less proficient at subsequently targeting and remediating these weaknesses.

Medium- and long-term planning is thoroughly done to a common format. At Beavers Holt, teachers generally plan lessons with a view to what they intend pupils will learn. This is helpful to the direction of lessons and to pupils' learning. At Beavers Holt, teachers' over-mechanical use of textbooks and/or worksheets sometimes takes away the excitement of the learning and results in a superficial response. At The Downs, in particular, the rationale for the tasks which pupils are asked to do is sometimes made insufficiently clear to them. In these lessons, pupils are unsure about what learning is intended.

Teachers mark with varying thoroughness. Commentary ranges from cursory remarks to helpfully analytic analysis of strengths and weaknesses depending on who the particular teacher is. Target-setting is uncommon. Where targets are set, pupils' subsequent written work improves.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?

The school works towards Common Entrance. All subjects of the National Curriculum are taught, and supplemented by ancient languages. The intention is to promote independence and personal organisation. The school prospectus indicates that thinking is viewed as the most important activity in the school.

The curriculum is broad and balanced, except in Year 11. In the early years, the provision promotes all the relevant areas of experience well. From Year 3, a good range of subjects is taught, covering the areas of the National Curriculum. Additional subjects include French from Year 3, Latin in Years 6-9 and drama in all years except Year 11. The length of the taught week is relatively long, with 27 hours in Years 3-5, and 31 hours from Year 6. The time allocated to information and communications technology (ICT) is low.

In Year 11, only the second such cohort in the school, the curricular provision is not well planned. GCSE Drama was taught in Year 10 but was dropped subsequently. There have also been problems providing ICT caused by difficulties in recruiting specialist staff. A small minority of pupils are taking a reduced number of GCSEs and have a significant amount of study time. The programme in Year 10 has a better balance.

There is no planned provision for personal, social and health education at The Downs, although there are informal sessions on an occasional basis. Work experience does not feature. There is no specific careers education and guidance. Links have not been developed with sixth-form provision.

Pupils with special educational needs are withdrawn for one-to-one tuition. Additional fees are calculated on an hourly rate. Targets are set for individual pupils and shared with class teachers. Pupils respond well in withdrawal sessions. However, class teachers do not always focus on pupils' needs in lessons. This limits the progress of the pupils' concerned. Where additional staff support individual pupils in class, for example in mathematics, this facilitates learning. There is no planned provision for those who are gifted and talented.

Curricular planning is developing. There are recently produced syllabus statements for subjects but these focus mainly on the content to be taught rather than the learning intended. Some have been written by senior management with insufficient consultation with key staff, since there is no system whereby individual staff have oversight of a particular subject. The documents could be further developed by making reference to the teaching styles to be adopted and the resources to be used

Field trips are a good feature of the school's work. Various activities have been arranged such as visiting the burial place of William the Conqueror in France and the site of the Battle of Hastings, linked to a study of the Norman conquest. A walk on the Saxon Shore Way was linked to history, geography, and philosophy. Extra-curricular activities are wide-ranging at Beavers Holt; these are well attended. The range of activities is more limited at the Downs because of the longer school day.

Planned provision for spiritual, moral, social, and cultural education is limited, apart from field trips. Assemblies are only held once a week and could be better planned to offer time for reflection. All pupils, except in Year 11, study religious education and this promotes an understanding of spiritual issues from the perspective of Christianity and other religions. Pupils understand the difference between right and wrong. Social development is also promoted well, particularly at Beavers Holt, where pupils are given a range of responsibilities, which they fulfil sensibly. The school's diverse multi-ethnic community is celebrated by displays of national flags. Apart from an

impressive installation of totem poles based on varied ethnic art at Beavers Holt, there are few examples of references to other cultures within the curriculum.

HOW WELL DOES SCHOOL CARE FOR ITS PUPILS?

The quality of pastoral care is very good. At Beavers Holt, class teachers play a key role in ensuring pupils' welfare. They are very well supported in this by senior tutors. At The Downs, the senior tutors have prime responsibility for welfare and fulfil this role diligently. The comprehensive written comments on pupils' reports indicate that the senior tutors have a good knowledge of each pupil which embraces academic and pastoral aspects.

The headmaster has overall responsibility for child protection. The principal has delegated responsibilities in the latter's absence. The school has no written policy which provides guidance for staff and details the procedures to be followed. Arrangements for vetting the suitability of new staff conform to statutory requirements.

Accident books are kept up-to-date on both sites. Staff have had recent training in first aid. A system of formal risk assessment is in place and the school has responded, in full, to a recent Fire Officer's report. The level of supervision by the teachers is very good. Their presence is very evident at breaks and lunchtimes, as well as before and after school.

Procedures for ensuring the safety of pupils are good but there are several areas where risk assessment should be reviewed in order to improve safety. These concern pupils' access to the kitchens at Beavers Holt, including Ann Margaret House, and arrangements for practical science at The Downs. At Beavers Holt, the logs outside the wooden classrooms catch shoe heels and are very slippery in the wet. A wheelchair path lacks sidebars. There is a need to improve supervision at the Beavers Holt gate when children are collected at the end of the day.

The measures taken to promote good attendance and behaviour are very good. Reasons for absence are followed up systematically. The school has a good conduct code which places emphasis on the provision of rewards for good behaviour rather than on sanctions. Nevertheless, the school has an appropriate range of sanctions it can apply when necessary. Great emphasis is placed on the elimination of bullying. The drive for this emanates from the headmaster and is reinforced through the commitment of all staff. Instances of bullying are minor and dealt with quickly and effectively.

Arrangements for assessing pupils' attainment and progress are generally good. The school has a unique homework system called 'Flints'. 'Flints' provides learning and revision across all subjects for four nights a week in a structured format. The system provides quick feedback to teachers on pupils' levels of knowledge and understanding. The system has potential to inform future teaching and learning although it does not always do so. Twice-yearly reports, whilst variable in the extent of the detail provided in different subjects, generally provide specific information of what pupils can do and what they should do to improve.

Standardised assessments are used from the beginning of the reception year to Year 3 but are not used subsequently to measure pupil progress. This is an area for further development.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

Parents have very positive views of the school. The parents' meeting before the inspection was very well attended and the parents' questionnaire was returned by a high proportion of the parents. The meeting and the questionnaire returns indicate the strength of support for the school, in particular of its ethos.

Parents are confident that their children like school and that they are making good progress. They feel that behaviour is good and that the quality of teaching is very effective. Parents are positive about the school's leadership and most are comfortable about approaching the school with questions or problems.

Concerns expressed by parental questionnaire or at the parents' meeting were very few. These were mainly about the nature of day-to-day communication. The majority of parents are pleased with the access which they have to teachers and other staff, and they believe that they can obtain information if required. Some feel that more formal communications are less certain and sometimes untimely. Changes to the school organisation, such as staffing or curricular matters, are not always made clear or explained efficiently. Some parents say that, whilst action is usually taken in response to letters that they write to the school, they do not always receive a personal reply.

Overall, HMI judged the school has effective links with parents. At Beavers Holt, in particular, parents contribute to reading diaries which, in turn, guide their involvement in helping their child to read. Parents are regularly engaged in the 'Flints' system of homework study and assessment. Parent-teacher evenings are held in informal surroundings and newsletters are sent home when necessary, although some parents wish for more formal opportunities to discuss their child's work and progress.

HOW WELL IS THE SCHOOL LED AND MANAGED?

The headmaster is the school's founder and proprietor. He has specific responsibility for the management of The Downs. The headmaster provides strong leadership. His philosophy has shaped the development of the school. He is successful in inspiring allegiance amongst staff, pupils and parents.

A principal has specific responsibility for Beavers Holt. Together, the headmaster and principal set the tone of the school, in particular providing good role models of consideration and care for others.

As the school has developed various layers of management have been put in place: for example, section heads who are in charge of particular sections of the school, and senior tutors who are responsible for particular year groups. The relatively new senior management team provides a wider forum for helpful discussion of whole school issues. Lines of responsibility are clear. Members of the senior management team have a generic remit for monitoring and evaluation. The role descriptions of section

heads and senior tutors include responsibility to evaluate standards of teaching and learning. As yet, however, there is no systematic co-ordinated evaluation of the standards pupils achieve or of the quality of learning.

Recently, senior staff have undertaken an analysis of the school's strengths and weaknesses. On this basis, management has identified staff development as an area for improvement in the school's development plan. Other areas for development relate to premises, curriculum diversity and staff recruitment and retention. No action is yet planned to improve the quality of teaching.

As the school has expanded it has successfully recruited well-qualified and committed staff. Currently, the number, qualifications and experience of teachers are generally well matched to the curriculum. With a few exceptions, staff are deployed to teach the subjects in which they qualified. Recently, there have been particular difficulties in recruiting specialist staff in ICT.

Arrangements to extend staff knowledge and skills are not well developed. The school does not systematically identify or meet the professional and training needs of individual teachers in the school as a whole. Staff training is organised internally at the beginning of each term and has a focus on school issues and planning. It is important that the school retains a balance between its internal and external training opportunities. A system of appraisal is established at Beavers Holt with one cycle completed. It is intended to begin staff appraisal at The Downs at the end of the current term.

Overall, accommodation is adequate for present numbers and for the curriculum offered. At Beavers Holt, the specialist rooms for art, drama, music and physical education are well used. Some rooms at The Downs are small and, as a result, teachers cannot circulate easily in order to check pupils' work. Throughout, classrooms have been made attractive through the hanging of original pieces of art.

At Beavers Holt, the well-designed landscaping provides a rich experience for pupils. There are areas to rest and reflect, study and care for wildlife and enjoy physical activity. An attractive series of pools at The Downs is well used by pupils for socialising. Overall, the school environment has a positive impact on pupils' personal development.

Resources are adequate in the majority of curriculum areas. The central libraries are new on both sites. The limited reference books at Beavers Holt and the restricted access to the library at The Downs adversely affects learning. Pupils' enquiry skills are not being fully developed. The school has insufficient computers for the number of pupils on roll. At Beavers Holt, they are not used fully. There is no overall management of their use on either site.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to improve further, the school should:

- systematically evaluate the standards which pupils achieve and monitor the quality of learning;

- plan a curriculum that fully meets the needs of pupils aged 14 and over ;
- improve communication with parents.

Additionally, the school should

- review risk assessment to improve safety.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	90
Number of discussions with staff, governors, other adults and pupils	16

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	11	32	43	3	1	0
0%	12%	36%	48%	3%	1%	0%

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching

Information about the school's pupils

Pupils on the school's roll

Number of pupils on the school's roll	646
Number of full-time pupils known to be eligible for free school meals	N/A

Special educational needs

Number of pupils on the school's special educational needs register *	5**
Number of pupils with statements of special educational needs	-

*There is no SEN register. Approximately 40 pupils receive support.

** of whom 4 are in the autistic unit which operates within the school.

<i>Pupil mobility in the last school year</i>	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	17

Attendance

Authorised absence		Unauthorised absence	
	%		%
School data	6	School data	0

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 4 (Year 11)

	Boys	Girls	Total	
Number of registered pupils in final year of Key Stage 4 for the latest reporting year	1 (0)	4 (10)	5 (10)	
GCSE results		5 or more grades A* to C	5 or more grades A*-G	1 or more grades A*-G
Numbers of pupils achieving the standard specified	Boys	1(1)	1 (1)	1 (1)
	Girls	4 (8)	4 (9)	4 (9)
	Total	4 (9)	5 (10)	5 (10)
Percentage of pupils achieving the standard specified	School	100 (90)	100 (100)	100 (100)
	National	47 (47)	91 (91)	96 (96)

Percentages in brackets refer to the year before the latest reporting year.

GCSE results	GCSE point
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		score
Average point score per pupil	School	24 (52)
	National *	38 (38)

Figures in brackets refer to the year before the latest reporting year.

**2000 results*

<i>Ethnic background of pupils*</i>		<i>Exclusions in the last school year</i>		
	No of pupils		Fixed period	Permanent
Black - Caribbean heritage	-	Black - Caribbean heritage	0	0
Black - African heritage	-	Black - African heritage	0	0
Black - other	-	Black - other	0	0
Indian	-	Indian	0	0
Pakistani	-	Pakistani	0	0
Bangladeshi	-	Bangladeshi	0	0
Chinese	-	Chinese	0	0
White	-	White	3	0
Any other minority ethnic group	-	Other minority ethnic groups	1	0
		<i>This table gives the number of exclusions, which may be different from the number of pupils excluded.</i>		

**The school does not currently hold data on pupils' ethnic backgrounds*

Teachers and classes

Qualified teachers and classes: Nursery-Year 11
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Total number of qualified teachers (FTE)	66
Number of pupils per qualified teacher	9.5
Average class size	19.5

Education support staff: Nursery - Year 11

Total number of education support staff	11
Total aggregate hours worked per week	201

Average teaching group size

Key Stage 1	20
Key Stage 2	20
Key Stage 3	20
Key Stage 4	10

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	49
Number of teachers appointed to the school during the last two years	41
Total number of vacant teaching posts (FTE)	1
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

SURVEY OF PARENTS AND CARERS

Questionnaire return rate

Number of questionnaires sent out	646
Number of questionnaires returned	419

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't Know
My child likes school	78	19	3		
My child is making good progress at school	55	38	3		4
Behaviour in the school is good	54	42	1	1	2
My child gets the right amount of work to do at home	56	34	7	1	2
The teaching is good	59	34	7	1	2
I am kept well informed about how my child is getting on	35	44	15	2	4
I would feel comfortable about approaching the school with questions or a problem	71	22	6	1	
The school expects my child to work hard and achieve his or her best	68	26	4		1
The school works closely with parents	29	38	23	7	3
The school is well led and managed	57	37	4	1	1
The school is helping my child become mature and responsible	75	21	2		2
The school provides an interesting range of	54	29	11	2	4

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

THE FOUNDATION STAGE

By age five, the majority of children are likely to attain standards in line with those expected nationally in mathematics, knowledge and understanding of the world and physical and creative development. In personal, social and emotional development and communication, language and literacy pupils are likely to exceed the national expectations. These areas of learning are particularly strong in the three classes.

Provision for personal, social and emotional development is very good. The secure environment develops children's confidence and self-esteem. Staff's strong commitment to the development of respect and kindness has a positive effect on children's learning. Behaviour is very good.

Learning in communication, language and literacy is very good. Daily routines and planned activities are well used to extend children's vocabulary and develop their ideas. They have an awareness of letter sounds and shapes. Children enjoy books. Regular reading sessions enable them to recognise a number of familiar words.

Learning in mathematics is satisfactory. Discussion is used effectively to develop understanding of number order. Many can count to 20 and beyond. They use mathematical language in everyday activities. They show an understanding of shape, size and space as they sort identical objects by size and mixed objects by criteria such as shape and colour.

Children enjoy learning about themselves and their environment through an interesting range of topics. They identify living creatures and observe the animals in the school. Their current topic on autumn enables children to observe patterns and changes in the weather and its effect on living creatures. Children show an awareness of technology as they manipulate the mouse successfully and accurately. They have access to a full range of construction and modelling materials and develop a variety of building and joining techniques.

Progress in physical development is good. Children show good co-ordination and awareness of balance and space during gymnastics. Dance enables children to co-ordinate their movements and respond to music and rhythm.

Children develop their sensory skills, describing the feel and smell of different objects as they examine them. Free painting enables them to create their own ideas and images. Role-play areas are designed to promote play based on children's own experiences. Home corners could be further developed to extend children's imagination and vocabulary.

Teaching is never less than satisfactory and on many occasions, it is good. Relationships are very good. The level of trust and respect shown creates a positive

learning environment. In the better lessons, staff use good questioning techniques to ensure learning and reinforce this through the use of discussion. Most lessons move with pace so that children cover a wide range of activities and often work to capacity. Teachers manage children very well, with quiet but effective authority.

Daily planning is very good. The plans ensure that the three core areas receive priority, give clear details of the purpose of the activities and show what children are expected to learn.

The curriculum gives a high priority to personal, social and emotional education, communication, language and literacy and numeracy. Planning is effective for all areas of the curriculum. There is a good balance between activities which are adult-led and those which are child-initiated.

Learning is good in all six areas of learning. This has a significant impact on their progress towards the national Early Learning Goals. Children are fully involved in and enjoy the range of interesting activities and show a pride in the work they produce. The children's high standard of behaviour enables them to concentrate and work well together.

Attitudes are good. Children work hard and are keen to do well. They listen carefully and work effectively with adults. Pupils show a keen interest in a high proportion of the lessons and sustain their concentration.

There are no established procedures for assessing and recording children's progress and attainment in relation to the national Early Learning Goals. The use of assessment information to influence planning for future work is not fully developed.

A number of standardised assessments are used from the beginning of the reception year to Year 3. They provide useful information about pupils' language and literacy skills. There is no equivalent assessment of mathematics.

ENGLISH

Overall, standards are good. Pupils in the Foundation Stage have a wide, oral and written vocabulary. Reading is also very good from an early age, although class and library provision of fiction is poor. Standards of speaking and listening are very good throughout. Creative writing, including poetry and the sustained writing of prose, is very good. Handwriting is weak in Key Stage 1 but this has been re-addressed by the end of Key Stage 2. Inaccuracy in spelling and punctuation detracts from the quality of writing in Key Stages 2 and 3 but, again, has been largely re-addressed by Key Stage 4.

All but two of the pupils entered for GCSE in the last two years achieved a higher grade. The course work of the current Year 10 and 11 pupils is of good and, at times, very good standard.

Overall, teaching is good. At times, it is very good. Provision of first-hand experience for pupils is a particularly striking feature. For example, a Year 5 class wrote very descriptive poems with confident use of comparisons following 'a poetry walk'.

Another teacher organised her Year 9 class into groups of advertising executives. Pupils' grasp of the nuances of marketing was excellent when, in role, discussing the fine points of their respective campaigns. A third teacher had her Year 10 pupils cut up onions so they better understood the repeated refrain of 'I give you an onion' in a set GCSE poem. Teachers mark thoroughly and, in general, provide helpfully analytical commentary on pupils' writing. The majority value drafting and encourage their pupils to re-work and edit their writing with good results.

Various aspects of teaching could be strengthened. Pupils make good use of personal word books for spelling at Key Stage 1 but there is insufficient insistence on dictionaries in the subsequent key stages. Throughout, teachers continue to correct the same recurrent mistakes to little purpose, rather than devising strategies to help pupils overcome their weaknesses. For example, one teacher at The Downs provides individual pupils with specific targets so that pupils can address particular weaknesses in their writing. This is successful.

Lesson planning tends to emphasise activities which pupils are to undertake, rather than the learning intended. At the beginning of lessons, teachers' lack of reference to the learning intended sometimes means pupils are not clear about the purpose of the work. When teachers returned to the intended learning in plenary sessions this was successful.

Hall School Wimbledon's annual book festival, held in the summer term, continues to foster a positive attitude towards reading amongst pupils. One teacher very helpfully referred her Year 7 class to one of the festival's authors as a model of the drafting process.

During the inspection week, pupils on both sites celebrated National Poetry Day. At Beavers Holt, a break time 'al fresco' poetry reading was particularly good. Pupils and staff extended their experience of poetry by sharing favourites around a water-lily pool. Large numbers of pupils were involved in presenting a 'poetry carnival' to their peers at The Downs. Pupils' reading aloud was excellent.

MATHEMATICS

Standards are satisfactory overall; the level of work is slightly higher for the older children. At the end of Key Stages 1 and 2, pupils are reaching the expected level. Good results are reported in Common Entrance examinations. Standards in number and algebra are high for most pupils in Key Stages 3 and 4. All except one of the pupils entered for GCSE mathematics in the last two years achieved a higher grade. More attention could be paid to developing pupils' investigative and computing skills.

Pupils make good progress on Attainment target 2 and develop good fluency with respect to calculation and manipulation of symbols. They are not always able to relate ideas, such as the link between simplifying algebraic expressions, and substitution of values in an expression. They can add and subtract decimals accurately, but are not always able to order decimals; a greater emphasis on the use of estimation would be helpful. Pupils also develop geometrical and statistical skills. Project work where ideas are reinforced within a realistic context are uncommon.

Overall, the teaching is satisfactory. At Beavers Holt lessons could offer more challenge, with links made to targets. The level of the work is sometimes slightly low. There is some practical work. For example, a good lesson encouraged pupils to use plastic and real money in a classroom shop. A teaching assistant had been well briefed to supervise this activity, where real items for purchase were displayed. In general, however, there are limited activities such as measuring and weighing in realistic contexts for pupils to develop concepts in depth.

At The Downs, the teaching has a strong focus on manipulation and techniques. The approach tends to be mechanical to encourage pupils to work at speed and should be underpinned by stronger conceptual understanding. There are few opportunities for pupils to respond orally and with extended writing. In a good lesson in Key Stage 4, a class discussion helped pupils understand the rationale for positive and negative signs when factorising a quadratic expression.

Teachers give clear explanations and offer constructive help to pupils. In a number of classes, there is additional support for pupils who would otherwise struggle. Teachers respond to pupils' questions well, and occasionally engage in extended discussion of ideas. There are limited opportunities for problem-solving and investigations. Computer use is limited.

In one class, being prepared for Common Entrance, the teacher had carefully analysed pupils' test papers to identify common errors. The subsequent teaching was usefully linked to these errors by giving pupils practice exercises to similar questions, with the emphasis on obtaining correct answers rather than on giving explanations of reasoning. In another class, the teacher led a useful discussion of questions done for homework relating to the idea of dimension. Interesting questions had been set where pupils had to link formulae to lengths, areas and volumes. This developed pupils' understanding of algebraic manipulation. In a parallel class, limited time was spent in discussion of dimension in order to cover the work planned for the lesson.

Pupils' work is regularly marked and they are given additional help, as required for homework and preparation for weekly tests. Marks from examinations are used within year groups to give a ranking of pupils. It would be helpful to devise a system to offer an assessment of pupils' skills and understanding which is linked to clearer criteria.

A recent development has been the production of a syllabus for each key stage, specifying the content to be covered; there are also yearly plans. The syllabus could now be developed into a scheme of work which is linked to the teaching approaches to be adopted and the resources to be used.

SCIENCE

Overall, standards are good. Throughout, pupils show very good knowledge and understanding of biology, chemistry and physics. Experimental work begins in the early years and is developed throughout the school. Opportunities for pupils to develop the investigative skills of planning, analysing results and evaluating outcomes are more limited, particularly in Key Stages 2 and 3. For example, there is limited use of charts or graphs to display and summarise results.

Pupils readily use technical vocabulary and so, for example, can describe the circulation of the blood in simple terms in Year 5 and give detailed descriptions of the structure and function of the kidney in Year 10. By the beginning of Key Stage 3 pupils are able to use formulae to calculate quantities such as pressure and acceleration and the standards displayed in quantitative work in Year 10 chemistry on reacting masses are good.

GCSE results in biology, chemistry and physics were above the national average in 2000 and 2001, albeit with relatively small numbers of candidates. The quality of coursework produced by current Year 11 pupils is very good in biology and chemistry and satisfactory in physics.

Teaching is usually at least satisfactory and is often good or very good. In the only lesson where teaching was unsatisfactory inadequate attention paid to safety during practical work. Typically, teachers have good subject knowledge and present information with clarity, orally and through the resources they use. The brisk pace of lessons promotes learning. Teachers use questioning effectively to check on pupils' knowledge and probe understanding.

There are aspects of teaching which could be developed. In general, the learning intentions for lessons are not made explicit to pupils. Much of the work is teacher-directed and pupils have limited opportunities to research and obtain information from a range of resources.

Teachers are conscientious and committed to supporting their pupils. In particular the use of specialist staff from Year 3 onwards has a very positive impact on the standards achieved. Curriculum planning ensures a good balance of work in biology, chemistry and physics, although more could be done to identify opportunities for pupils to engage in investigative work. The programme of work is well planned and pupils make good progress as they move through the school. For example, Year 4 pupils show a very good appreciation of the types of joints in the human body and the importance of muscles to facilitate movement. This is successfully developed in Year 7 where ideas are revised and extended to include the functions of cartilage and tendon.

Pupils are very responsive in lessons and keen to be involved and answer questions. Typically, they have good relationships with their teachers, behave well and concentrate on their work. They have limited opportunities to take initiative and work independently, particularly in the area of scientific investigational work.

Overall, resources are sufficient to support current work. As GCSE work is extended, there will be a need to increase the number of laboratories, provide the support of a technician and consider the installation of a fume-cupboard. A more rigorous approach to risk assessment is required to ensure that safety is a key consideration in all practical work.

ANN MARGARET HOUSE

Teaching is good. Teachers' many and varied approaches motivate pupils and sustain their interest. Staff are adept at modifying pupils' behaviour when necessary. Planning

is detailed and records are well maintained. Individual education plans are carefully prepared but would benefit from fewer targets and more frequent reviews.

Good use is made of additional adult help in the classroom. A newly appointed teaching assistant is taking on the responsibility of second adult. Two volunteer parents provide valuable skilled support. Access to other teachers for specialist subjects is helpful. PE, art and music are taught either alongside mainstream peers or with support, as specialist classroom provision.

The accommodation is appropriate and provides adequate space for the number on roll. Pupils move confidently around classrooms and the house's outdoor area. External doors and gates are kept locked to provide additional safeguards. The outdoor area is well planned and secure. Resources are adequate for the pupils concerned and easily accessed. Pupils are provided with opportunity to make choices when selecting items from the shelves. Additionally, pupils visit a sensory room at Roehampton, ride ponies, visit local shops and walk on Wimbledon Common.

The development of social skills is highlighted. There are good opportunities for pupils to join with their peers. The chance to play with friends at break-times is developing well. The level of supervision at such times is good. Visits by mainstream pupils to the unit are pleasant social events; they do not have a curriculum focus.

Parents fully support the work of the unit and gratefully acknowledge the progress which their children have made. Three pupils are due to begin secondary education in the next academic year. Parents need to know now if provision will be made at The Downs or whether they should apply for an alternative placement.