



ISI Report Summary

Independent Schools' Inspectorate
March 2025



Foreword

In March 2025, we were visited by the Independent Schools' Inspectorate (ISI) which was conducted under the ISI's new framework. A significant change in the framework is that independent schools no longer receive a single-word judgement or result such as 'outstanding' or 'excellent' to describe the outcome of the inspection. The report will more simply state if standards were 'met' or 'unmet'.

You will see from our inspection report that there are substantial remarks that speak to the success of The Mall School as being a safe, industrious and caring environment, where relationships are at the core of our focus. It is clear from the report that staff and pupils alike enjoy the bustle and energy in the school to develop themselves and thrive.

There were two unmet standards for the school relating to the regulation to notify the local authority about non-standard pupil joiners. This purely administrative matter, which was the only action point in the entire inspection, was addressed by the school at the time. Whilst we contested this with the ISI, our complaint was not upheld. ISI will return in due course to re-check this matter and we will inform you when this is taking place.

We are proud that the School was deemed to be rich in curriculum, nurturing in pastoral care and robust in its safeguarding measures throughout.

Leadership & management, and governance

"Governors and leaders work well together to implement a suitable overarching strategy for the school which is underpinned by detailed development plans. They support and challenge leaders to ensure that the school is performing well, retaining its **warm ethos** and ensuring that pupils' wellbeing remains a priority."

"Leaders have created a nurturing environment for the pupils. Leaders prioritise pupils' **wellbeing** and promoting positive relationships. As a result, the school is a place where pupils are **valued** and can **thrive**."

"Leaders promote an ethos which focuses on building positive relationships with pupils and their families to promote a sense of belonging because they know that pupils' wellbeing is the foundation for **academic success**. As a result, pupils are well supported and known by their teachers."

"Governors and leaders ensure that risks are managed effectively in order to **protect pupils** when they are undertaking school activities. Risk assessments are detailed and contain information on how risks can be mitigated."

"Leaders reflect deeply on school performance. They implement detailed development plans, for example relating to how they can ensure that both male and female pupils have successful educational and pastoral experiences at the school."



Quality of education, training and recreation



"Teachers use their subject knowledge **skilfully** to adapt the curriculum when planning lessons so that they are able to extend or support pupils according to their individual needs."

"Leaders promote a **cohesive** and well-planned curriculum for the early years so that children benefit from a broad range of educational opportunities. Language and communication skills are well developed because teachers ensure that children have ample opportunities to talk, listen and respond. They also develop skills in numeracy as a result of **high-quality teaching** and practical activities."

"Leaders provide an extensive range of **clubs**, including judo, cookery and ceramics, which the pupils enjoy. The programme of clubs enhances the curriculum and enables pupils to acquire new skills in a collaborate and practical way."

"Leaders and teachers make very effective use of data from a range of assessment opportunities to build a clear profile of individual pupils' progress. They analyse data carefully to ensure that their teaching is effective in enabling all pupils to make good progress."

"Pupils are motivated by the well-planned curriculum that focuses on academic subjects, such as English, mathematics, science and humanities, as well as emphasising creativity and problem-solving. The breadth of opportunity leads pupils to develop their knowledge, skills and understanding across a range of areas."

Pupils' physical and mental health and emotional wellbeing

"Leaders and teachers show **care** towards pupils. They are **readily available to help** pupils, ensuring that pupils can feel confident about sharing any worries. PSHE lessons help to learn about managing their own wellbeing, including how to deal with negative emotions, by using a range of strategies."

"Pupils develop a clear understanding of how to look after their own **mental health**."

"Leaders and teachers place great emphasis on the importance of kindness and good manners. This results in pupils treating each other with consideration. Teachers are consistent in their implementation of the behaviour policy which helps pupils to develop their **moral understanding**."

"Leaders ensure that **physical activity is prioritised** to benefit pupils' wellbeing. Regular games, swimming and physical education lessons improve pupils' fitness and coordination skills. Children develop their physical skills effectively as a result of this provision."

"Pupils behave well. This is a result of the positive relationships modelled by staff and the way in which appropriate behaviour is praised and recognised."





Pupils' social and economic education and contribution to society

"Leaders promote a **culture of tolerance** so that pupils of all ages are supported to understand how everyone is different and to show empathy towards everyone, no matter their background."

"Leaders implement an effective curriculum to enable pupils to develop their social skills. This begins with children in the early years learning what it means to be a good friend and why it is important to **think about others**. This leads to older pupils showing a mature understanding of the difference between right and wrong."

"Leaders provide clear opportunities for pupils to **contribute positively** to the lives of others, both locally and internationally."

"Leaders ensure that there is an effective programme for older pupils to reflect on their lives beyond school. Pupils discuss and start to examine their aspirations for the future and to think about the **personal qualities required to achieve their goals**."

"The RE curriculum enables pupils to develop an understanding of and appreciation for different cultures and faiths."

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Safeguarding



"Leaders consider a range of risks in order to **promote the safety** and wellbeing of pupils."

"Leaders have **robust** understanding of safe recruitment procedures. They compile an accurate record of pre-appointment checks for staff and are thorough in their approach to ensure that these checks are carried out according to statutory requirements."

"The safeguarding team are **proactive** in supporting pupils in a timely fashion, with the aim of offering early help and preventing issues from escalating. They liaise effectively with external agencies and the local authority when pupils require specialist support."

"Leaders maintain **effective** filtering and monitoring systems, which they test regularly, to support pupils' online safety."

"Pupils are knowledgeable about how to keep safe online. They understand the importance of speaking to an adult if they encounter anything online that makes them feel uncomfortable."