

School inspection report

25 to 27 February 2025

The Mall School

185 Hampton Road

Twickenham

Middlesex

TW2 5NQ

The Independent Schools Inspectorate is appointed by the Department for Education to inspect association independent schools in England. Our inspections report on the extent to which the statutory Independent School Standards and other applicable regulatory requirements are met, collectively referred to in this report as 'the Standards'.

Contents

SUMMARY OF INSPECTION FINDINGS	3
THE EXTENT TO WHICH THE SCHOOL MEETS THE STANDARDS.....	4
AREAS FOR ACTION.....	4
RECOMMENDED NEXT STEPS	4
SECTION 1: LEADERSHIP AND MANAGEMENT, AND GOVERNANCE.....	5
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO LEADERSHIP AND MANAGEMENT, AND GOVERNANCE	6
SECTION 2: QUALITY OF EDUCATION, TRAINING AND RECREATION	7
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO THE QUALITY OF EDUCATION, TRAINING AND RECREATION	8
SECTION 3: PUPILS’ PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING	9
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO PUPILS’ PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING	10
SECTION 4: PUPILS’ SOCIAL AND ECONOMIC EDUCATION AND CONTRIBUTION TO SOCIETY.....	11
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO PUPILS’ SOCIAL AND ECONOMIC EDUCATION AND CONTRIBUTION TO SOCIETY	12
SAFEGUARDING	13
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO SAFEGUARDING	13
SCHEDULE OF UNMET STANDARDS	14
<i>Section 1: Leadership and management, and governance</i>	<i>14</i>
<i>Safeguarding</i>	<i>14</i>
SCHOOL DETAILS	15
INFORMATION ABOUT THE SCHOOL.....	16
INSPECTION DETAILS	17

Summary of inspection findings

1. Leaders have created a nurturing environment for the pupils. Leaders prioritise pupils' wellbeing by promoting positive relationships. As a result, the school is a place where pupils are valued and can thrive.
2. Leaders have not demonstrated the required knowledge of managing pupils' attendance and registration. Leaders do not inform the local authority when pupils join the school at non-standard times. This is a requirement of all schools.
3. Leaders are responsive to the views of pupils, parents and staff when evaluating the school and reflecting on how to improve experiences for pupils further. Development plans are detailed and consider potential risks. In most areas of practice, leaders have suitable knowledge to fulfil their roles effectively.
4. Parents have access to a variety of policies and procedures on the school's website. At the beginning of the inspection, the safeguarding policy and attendance policy referenced a previous version of the guidance relating to managing attendance. This was rectified during the inspection.
5. The curriculum contains a broad range of subjects and is supported by an extensive programme of extra-curricular activities. This enables pupils to have many different opportunities to develop their skills further and discover new interests.
6. Pupils make good progress as a result of skilled teaching that challenges pupils' thinking. There are suitable systems in place to help pupils who require additional support.
7. Pupils display kindness and good manners to members of the school community. Leaders and staff consistently implement the behaviour policy in a way that encourages pupils to behave responsibly and considerately.
8. The school premises and accommodation are maintained to a high standard. Site staff show attention to detail in their work and are knowledgeable about keeping the site safe and secure.
9. The personal, social, health and economic (PSHE) education curriculum promotes inclusion and respect. Pupils know that individual differences are appreciated and celebrated.
10. The safeguarding team are effective in ensuring that staff and governors are suitably trained so that they can respond appropriately to any potential safeguarding concerns.

The extent to which the school meets the Standards

- Standards relating to leadership and management, and governance are not met.
- Standards relating to the quality of education, training and recreation are met.
- Standards relating to pupils' physical and mental health and emotional wellbeing are met.
- Standards relating to pupils' social and economic education and contribution to society are met.
- Standards relating to safeguarding are not met.

Areas for action

The proprietor must ensure that:

- the leadership and management demonstrate good skills and knowledge
- fulfil their responsibilities effectively, so that the other standards are consistently met and
- they actively promote the wellbeing of the pupils

so that:

- leaders and managers have systems in place to inform the local authority when pupils join the school at non-standard times.

Recommended next steps

Leaders should:

- ensure that all policies are updated in line with the latest statutory guidance.

Section 1: Leadership and management, and governance

11. Leaders have access to quality professional development opportunities so that they can enhance their knowledge of key areas in relation to education, health and safety, wellbeing and safeguarding. They consider how statutory guidance should be implemented. However, leaders do not follow all of the statutory requirements in relation to attendance.
12. 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.
13. 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.
14. Leaders reflect deeply on how to improve the school's 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. They include the views of staff, parents and pupils when formulating their plans, for example when considering how school uniform could adapt as the school becomes co-educational in the older years. They also carefully consider risks to ensure that any changes do not have a negative impact.
15. Governors and leaders ensure that risks are managed effectively in order to protect pupils when they are undertaking school activities. Risk assessments for different scenarios are detailed and contain information about how risks can be mitigated.
16. Leaders provide suitable information for parents via the school's website, including policies and procedures. At the start of the inspection, the attendance policy and safeguarding policy referenced a previous version of statutory attendance guidance. This was rectified before the end of the inspection.
17. Leaders ensure that they meet the requirements of the Equality Act 2010 by reviewing teaching and the curriculum thoroughly. Leaders also review the accessibility plan to ensure that pupils who have a disability can access the premises and curriculum.
18. Leaders are effective at working with outside agencies. They refer safeguarding issues to relevant professionals when required and they provide appropriate information to the local authority, including with regard to the use of funds for pupils who have education, health and care (EHC) plans.
19. Leaders ensure that there is a clear complaints procedure for parents and that this is followed when dealing with informal and formal complaints. They adhere to suitable timescales and keep appropriate records, including any possible action points. Governors oversee the complaints process effectively.

The extent to which the school meets Standards relating to leadership and management, and governance

20. Standards are not consistently met in that proprietors and leaders do not fully follow the requirements of statutory guidance.

21. Not all the relevant Standards are met. A schedule of unmet Standards is included in the report.

Section 2: Quality of education, training and recreation

22. 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. This breadth of opportunity leads pupils to develop their knowledge, skills and understanding across a range of areas.
23. Teachers use their subject knowledge to skilfully adapt the curriculum when planning lessons so that they are able to extend or support pupils according to their individual needs. This enables pupils to work on tasks that are appropriately challenging so that they make good progress. Teachers make meaningful links across subjects, for example by incorporating story writing and artwork to enhance learning in history, and looking at similarities in vocabulary in French, Latin and English. They use a variety of teaching resources and stimulating tasks to motivate pupils to apply themselves diligently. Teachers help pupils to identify their areas of success so that they feel confident in their abilities. They give constructive feedback so that pupils know exactly how to extend their learning further.
24. Leaders have effective systems to identify and support pupils who have special educational needs and/or disabilities (SEND) so that they make good progress. Leaders with responsibility for SEND carefully consider pupils' individual needs when writing individual education plans to outline how pupils who have SEND can be supported. Effective communication with teachers ensures that they are knowledgeable about how they can support pupils within their lessons. Where necessary, some pupils also benefit from specialist support individually or in small groups. Leaders and teachers work together to monitor the progress of pupils who have SEND.
25. Pupils who speak English as an additional language (EAL) are supported well to develop their skills and make good progress. Individual support is provided, where required, within class and through extra sessions relating to reading, comprehension or the acquisition of vocabulary.
26. 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. Children build on their oracy skills when learning about letter sounds and when they start reading and writing simple words and sentences. They also develop skills in numeracy as a result of high-quality teaching and practical activities.
27. 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 the data carefully to ensure that their teaching is effective in enabling all pupils to make good progress. This thorough process of data analysis also enables teachers to take swift action should any pupils need additional support. In this scenario, teachers support pupils to achieve specific targets according to their individual needs.
28. Leaders ensure that there is a structure for communicating children's progress to their parents. Parents receive written reports about their child's progress and leaders provide appropriate opportunities for parents to meet with teachers and receive feedback.
29. Leaders provide an extensive range of clubs, including judo, cookery and ceramics, which the pupils enjoy. This programme of clubs enhances the curriculum and enables pupils to acquire new skills in a collaborative and practical way.

The extent to which the school meets Standards relating to the quality of education, training and recreation

30. All the relevant Standards are met.

Section 3: Pupils' physical and mental health and emotional wellbeing

31. 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 pupils to learn about managing their own wellbeing, including how to deal with negative emotions, by using a range of strategies. Pupils learn about breathing techniques and focusing on different senses. Pupils develop a clear understanding of how to look after their own mental health.
32. Pupils behave well. This is as a result of the positive relationships modelled by staff and the way in which appropriate behaviour is praised and recognised. 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. Teachers supervise pupils well, both in class and outside, so that they can reinforce positive behaviour and help resolve any issues if required.
33. Leaders are effective at implementing their anti-bullying strategy. Pupils understand why bullying is wrong and the impact this kind of behaviour could have. Incidents involving bullying are rare. Leaders deal with bullying effectively when it does occur. Leaders keep detailed records of behaviour and bullying, which they analyse to identify any patterns or ongoing concerns.
34. The PSHE curriculum, which incorporates relationships education, contributes to the overall wellbeing of pupils. In these lessons, pupils develop an understanding of their own physical and mental health. They learn how to navigate their relationships, including resolving conflict and understanding consent. They develop body confidence and gain knowledge of how their bodies will change as they get older. They reflect on their own learning, boosting their self-esteem through knowing their positive qualities and understanding what skills are required to make further progress.
35. Children in the early years learn about physical and mental health at an age-appropriate level. They know how to keep their bodies healthy by being active, eating a balanced diet and brushing their teeth. They make effective use of a 'worry monster' to share any concerns with an adult. They interact in positive ways with their peers and learn how to take turns and share.
36. Leaders ensure that physical activity is prioritised to benefit pupils' wellbeing. Regular games, swimming and physical education (PE) lessons improve pupils' fitness and coordination skills. Children in the early years have access to specialist staff for PE and swimming. Children develop their physical skills effectively as a result of this provision. Staff provide a range of practical activities that help children to improve their gross and fine motor skills. This gives children the foundational skills required for when they start writing.
37. Pupils develop their spiritual understanding within religious education (RE) and PSHE lessons. Pupils learn about the core beliefs of different religions and have opportunities to discuss their own beliefs. Visits to places of worship, such as when pupils in Year 1 visit a local church, help pupils to put their spiritual understanding into context.
38. Pupils take on positions of responsibility at school, such as school captains, librarians, house captains and pupil council members. This enables them to contribute positively to school life and provide role models for younger pupils.

- 39. Leaders ensure that the premises is maintained to a high standard. Maintenance staff have a thorough knowledge of their role in keeping the site safe and secure. They make effective use of training as well as audits from external agencies with reference to relevant health and safety laws.
- 40. Pupils have access to suitably trained first aiders, which includes paediatric first aiders in the early years as required. This ensures that pupils are well looked after if they have a medical need or are unwell.
- 41. Leaders maintain accurate admission and attendance registers in accordance with statutory requirements. They are proactive in managing any concerns relating to absence or lateness.

The extent to which the school meets Standards relating to pupils' physical and mental health and emotional wellbeing

- 42. All the relevant Standards are met.**

Section 4: Pupils' social and economic education and contribution to society

43. 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. Through the PSHE programme, teachers help pupils to know that they should challenge stereotypes and that everyone is entitled to being treated equally. Pupils understand that the values of kindness, good manners, honesty and respect are key to their diverse community operating harmoniously.
44. The RE curriculum enables pupils to develop an understanding of and appreciation for different cultures and faiths. Leaders arrange for visits from parents who talk about their family beliefs and recent festivals. This means that pupils can learn about the different cultures at school and in the wider community.
45. 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. The 'Mall promise' and the 'Mall code' of behaviour help pupils to understand why rules are important and how this enables them to be considerate towards others. They link their school rules to laws that govern the country as a whole and understand that society requires its citizens to behave in an appropriate way.
46. Teachers ensure that pupils learn about the role of British institutions and how democracy operates. For example, pupils democratically elect prefects and pupil council members. Pupils can express their opinions through pupil surveys, and leaders often act upon their views. For example, a recent pupils' wellbeing survey revealed that they would appreciate an alternative space for quieter play times. Pupils can now access the library at play time if they wish. Pupils' understanding of public institutions is enhanced through a visit to the Houses of Parliament to see the seat of national democracy. Pupils in Year 6 participate in junior citizen days which promote an understanding of the work of emergency services and the local council.
47. Leaders provide clear opportunities for pupils to contribute positively to the lives of others, both locally and internationally. For example, pupils make donations to the local food bank and visit a local retirement village to sing Christmas carols. Pupils actively support a charity for a school in Malawi which helps them to develop their social responsibility further.
48. Pupils learn how to calculate sums of money in mathematics lessons. Children in the early years handle pretend money during role-play activities. Pupils' sense of economic understanding is enhanced by practical activities within the wider curriculum. For example, pupils in Year 6 take part in an enterprise challenge where they have to present a business plan to a panel of experts and explain how their ideas could be profitable.
49. 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. Their understanding is supported through visits from ex-pupils, who talk about their achievements since they left and how they have overcome any adversity in their lives in order to motivate current pupils to do the same.

The extent to which the school meets Standards relating to pupils' social and economic education and contribution to society

50. All the relevant Standards are met.

Safeguarding

51. Leaders consider a range of risks in order to promote the safety and wellbeing of pupils. Leaders fulfil their responsibilities to inform the local authority when pupils leave the school at non-standard times. However, they do not do the same for pupils who join the school at non-standard times, as they are required to do.
52. The safeguarding team ensures that staff and governors receive relevant and frequent information and training relating to safeguarding, including with regard to recognising risks such as abuse, extremism and any concerns about adults who work with the pupils. This equips staff with the knowledge they need to support pupils and to respond appropriately when any concerns arise.
53. 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 additional specialist support.
54. Pupils are knowledgeable about how to keep safe online. They know about password security and being cautious about contact with people online. They understand the importance of speaking to an adult if they encounter anything online that makes them feel uncomfortable. Leaders maintain effective filtering and monitoring systems, which they test regularly, to support pupils' online safety.
55. Leaders have a robust understanding of safer 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. Governors have effective oversight of safer recruitment.

The extent to which the school meets Standards relating to safeguarding

56. Standards are not consistently met in relation to promoting the welfare of pupils and the sharing of information because leaders do not notify the local authority about pupils who join the school at non-standard times.
- 57. Not all the relevant Standards are met. A schedule of unmet Standards is included in the report.**

Schedule of unmet Standards

Section 1: Leadership and management, and governance

The following standards in this section of the Framework are not met.

ISSR Part 8, paragraph 34(1)	The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school –
34(1)(a)	demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently
34(1)(b)	fulfil their responsibilities effectively so that the independent school standards are met consistently; and
34(1)(c)	actively promote the wellbeing of pupils.

Safeguarding

The following Standards in this section of the Framework are not met.

ISSR Part 3, paragraph 7	The standard in this paragraph is met if the proprietor ensures that –
7(a)	arrangements are made to safeguard and promote the welfare of pupils at the school; and
7(b)	such arrangements have regard to any guidance issued by the Secretary of State.
EYFS 3.5	Providers must have and implement policies and procedures to keep children safe and meet EYFS requirements. Schools are not required to have separate policies to cover EYFS requirements provided the requirements are already met through an existing policy. Where providers are required to have policies and procedures as specified below, these policies and procedures should be recorded in writing. Policies and procedures should be in line with the guidance and procedures of the relevant LSP.
EYFS 3.7	If providers have concerns about children's safety or welfare, they must immediately notify their local authority children's social care team, in line with local reporting procedures, and, in emergencies, the police. Providers must also take into account the government's statutory guidance 'Working Together to Safeguard Children' and 'Prevent duty guidance for England and Wales'. All schools are required to have regard to the government's statutory guidance 'Keeping Children Safe in Education', and other childcare providers may also find it helpful to read this guidance.
EYFS 3.77	Providers must maintain records, obtain and share relevant information (with parents and carers, other professionals working with the child, the police, social services and Ofsted or their CMA, as appropriate). This is to ensure their setting is safe and efficiently managed, and the needs of all children are met. Providers must enable a regular two-way flow of information with parents and/or carers (and between other providers, if a child is attending more than one setting). If requested, providers should incorporate parents' and/or carers' comments into children's records.

School details

School	The Mall School
Department for Education number	318/6003
Registered early years number	2697980
Registered charity number	295003
Address	185 Hampton Road Twickenham Middlesex TW2 5NQ
Phone number	02089772523
Email address	reception@themallschool.org.uk
Website	www.themallschool.org.uk
Proprietor	The Mall School Trust
Chair	Mrs Natasha Page
Headteacher	Mr Sam Gosden
Age range	4 to 11
Number of pupils	127
Number of children in the early years registered setting	88
Date of previous inspection	25 to 28 January 2022

Information about the school

58. The Mall School was founded in 1872 and moved to its present site in Twickenham, Middlesex, in 1909. It was originally for male pupils but admitted female pupils into Reception in September 2023, with a plan for all year groups to be co-educational by 2028. The school operates on two sites, with Reception to Year 6 pupils in one building and an associated Nursery in another building nearby. The Nursery is a registered setting and was inspected by Ofsted in December 2024. The Mall School is a charitable trust and has a board of governors which oversees the management of the school and sets the strategic vision.
59. Since the previous inspection, the school has registered its provision for Nursery with Ofsted so that the school can accommodate younger children and has started to admit female pupils into the younger year groups.
60. A new headteacher was appointed in September 2024.
61. In total, there are 106 children in the early years, comprising 88 children in the Nursery registered setting and 18 children in a Reception class. The Nursery was inspected by Ofsted in December 2024 and was not part of this inspection.
62. The school has identified 18 pupils as having special educational needs and/or disabilities (SEND). A very small proportion of pupils in the school have an education, health and care (EHC) plan.
63. The school has identified English as an additional language for seven pupils.
64. The school states its aims are to create an environment that ignites the love of learning in children, through passion, joy, confidence and happiness.

Inspection details

Inspection dates

25 to 27 February 2025

65. A team of three inspectors visited the school for two and a half days. The on-site inspection was quality assured by a monitor for two days.

66. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods and assemblies
- observation of a sample of extra-curricular activities that occurred during the inspection
- discussions with the chair and other governors
- discussions with the headteacher, school leaders, managers and other members of staff
- discussions with pupils
- visits to the learning support area and facilities for physical education
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

67. The inspection team considered the views of pupils, members of staff and parents who responded to ISI's pre-inspection surveys.

How are association independent schools in England inspected?

- The Department for Education is the regulator for independent schools in England.
- ISI is approved by the Secretary of State for Education to inspect independent schools in England, which are members of associations in membership of the Independent Schools Council.
- ISI inspections report to the Department for Education on the extent to which the statutory Independent School Standards, the EYFS statutory framework requirements, the National Minimum Standards for boarding schools and any other relevant standards are met.
- For more information, please visit **www.isi.net**.

Independent Schools Inspectorate

CAP House, 9-12 Long Lane, London, EC1A 9HA

For more information, please visit isi.net