

School inspection report

5 to 7 November 2024

Shrewsbury House School

107 Ditton Road

Surbiton

Surrey

KT6 6RL

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'.

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Summary of inspection findings

1. The governing body is well informed of the school's work and they use this knowledge to both challenge and support leaders. Governors understand the school's priorities and monitor the progress made with each initiative as part of their oversight of the quality of education, pastoral care and safeguarding.
2. Pupils' wellbeing is a priority. Leaders carefully track every pupil's personal and social development and academic performance. They use a range of information to plan for each pupil's individual development. This well-coordinated, inclusive and carefully monitored approach results in demonstrably successful outcomes for pupils. Leaders' clear focus on pupils' wellbeing through the highly integrated system of tracking and monitoring is a significant strength of the school.
3. Leaders have created a broad and ambitious curriculum. Most teachers use their considerable subject knowledge and teaching skills to ensure pupils make good progress. In a small number of lessons, teachers are less effective in engaging pupils in the learning process. When this happens, pupils do not learn as well as they should.
4. A suitable assessment framework is in place. Leaders use assessment information to evaluate pupils' progress and identify ways to strengthen the curriculum. Teachers adapt their plans to address any gaps in pupils' skills and knowledge.
5. Pupils who have special educational needs and/or disabilities (SEND) are identified early in their school journey and effective measures are put in place to support their additional needs. Pupils who have SEND value the help they receive.
6. Pupils who speak English as an additional language (EAL) are supported effectively. Many of them have a good acquisition of English so require little additional support. Teaching staff provide specific help to the few pupils who do need extra support. These pupils increase their fluency and confidence. They learn successfully from their different starting points.
7. The 'Shrewsbury House Way' encompasses the school's five values to help all members of the school community act appropriately. Pupils have a strong understanding of these values, which results in positive relationships, consistently good behaviour and a high level of respect for others.
8. Pupils are taught how these school values can be demonstrated in the wider world. The curriculum enables pupils to develop their knowledge of British values as well as those which underpin global issues.
9. Leaders place pupils' safety front and centre. Arrangements to safeguard pupils are robust. The school's culture focuses on keeping pupils safe at all times, and this is evident in all aspects of the school's work. Policies and systems are regularly updated to reflect the most recent statutory guidance. The premises are well maintained to support this. The school identifies and manages risks effectively.

The extent to which the school meets the Standards

- Standards relating to leadership and management, and governance are 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 met.

Recommended next steps

Leaders should:

- ensure the quality of teaching is consistently high across the school so that pupils learn as much as leaders intend.

Section 1: Leadership and management, and governance

10. Governors have a strong understanding of the school's performance, gained through detailed and informative reports and regular visits to the school. Governors ensure that leaders have the appropriate skills and knowledge to meet the Standards. They offer appropriate challenge as well as support.
11. Governors and leaders place pupils' wellbeing at the centre of all decision making. They ensure that actions taken as a result of initiatives and developments do not have an adverse impact on the wellbeing of pupils. Careful consideration is given to all groups of pupils to ensure they learn and flourish well.
12. To this end, leaders have a comprehensive, child-focused approach to risk throughout the school. They consider all aspects of pupils' lives in school, including their physical, emotional and mental wellbeing. Appropriate risk assessments are drawn up and reviewed regularly to ensure the safety and wellbeing of pupils both in school and when they attend sports sessions or educational visits off-site.
13. The school's values of respect, integrity, compassion, perseverance and aspiration are woven through the school's curriculum, pastoral systems and ethos. Pupils are well aware of these values and learn how to apply them to different aspects of their lives. The school's rewards and sanctions system encourages pupils to behave well at all times, demonstrate positive attitudes to learning, and develop highly effective relationships with staff and each other.
14. Leaders have developed clear systems to evaluate the work of the school and its impact on pupils. All members of the school community are involved in this process and leaders draw upon their views to carefully consider the impact of whole-school initiatives before putting them in place.
15. Leaders are highly successful in making sure that every pupil experiences well-coordinated, enriched and bespoke experiences within and beyond the curriculum. Pupils develop an extensive range of skills, knowledge and understanding. This well-considered programme provides every pupil with a supported route to expand and develop their learning. The impact this has on pupils' learning over time is clear and demonstrable.
16. Parents' concerns are effectively managed by leaders and staff. Resolutions are carefully recorded to enable leaders to learn lessons from any trends or patterns. Formal complaints are managed effectively by the headteacher and governors in line with the school's complaints policy.
17. Parents are able to access a wide range of information on the school's website. They receive regular updates about their child's achievement and progress. Leaders notify the local authority when pupils join or leave the school at non-standard times. Where a pupil is wholly or partly funded by a local authority, an annual account of income and expenditure is provided to that local authority by the school.
18. The school meets the requirements of the Equality Act 2010. The school has a three-year accessibility plan in place to ensure all pupils have access to the curriculum, information and buildings. Leaders make reasonable adjustments to meet pupils' individual needs as necessary.

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

19. All the relevant Standards are met.

Section 2: Quality of education, training and recreation

20. Leaders ensure that the curriculum is broad, well designed and appropriately resourced. Middle leaders create stimulating and enriching teaching plans to underpin the curriculum. This enables pupils to develop a wide range of skills, knowledge and understanding in a range of subjects.
21. For each subject, teachers provide opportunities for learning beyond the academic curriculum. In mathematics, lunchtime extension sessions and an interactive feedback programme challenge higher-attaining pupils. In English, an accelerated reading initiative encourages pupils to further develop their literacy skills. Focused weeks in science help pupils to make connections with other subjects. Educational visits in history, geography, French, theology, philosophy and religion (TPR), science, music and drama enhance and reinforce what pupils have learned.
22. Through teachers' encouragement to 'think like a scientist/geographer/historian', pupils develop a deeper understanding of subject-specific skills and knowledge. This supports pupils to think for themselves and apply what they know to a wide variety of tasks. They do this successfully when working individually and with others. Effective self- and teacher assessment enables teachers to support pupils to recognise and follow their own next steps to improve their work.
23. Teachers have secure subject knowledge and demonstrate high expectations for pupils' learning. In line with the school's Latin motto '*alta peto*', teachers generally aim high, and most pupils respond with well-honed, positive attitudes to learning, including focus, enthusiasm, commitment and high levels of engagement.
24. Teachers plan and teach their lessons well so that pupils typically make good progress. The most effective teaching inspires pupils to develop their skills and understanding to a high level and their progress is rapid. Where there is a lack of pace and activities are not well matched to pupils' needs, pupils' attitudes to learning are less positive and this limits how successfully they learn.
25. Pupils who have SEND are well supported during lessons. Pupils appreciate that their individual needs are understood and supported by teachers. Leaders create personalised support plans for individual pupils and teachers make sure that this additional help is provided.
26. Leaders assess and identify what pupils know and what they need to learn next. Teachers' marking and feedback is clear, enabling pupils to revisit their work to address their misconceptions. Higher-achieving pupils are given more complex tasks that support them to deepen their learning further.
27. The extensive co-curricular programme enables pupils to develop a wide range of skills and interests. Most pupils partake in at least one after-school club each week, and several enjoy activities on multiple evenings.
28. Leaders have been highly successful in developing systems to ensure that every pupil is able to experience an enriched and bespoke education within and beyond the curriculum. In addition to the broad academic curriculum, which includes art, music, drama, physical education (PE), games, swimming, Latin, reasoning and design and technology (DT), pupils are able to expand their experiences through their involvement in house events in music, poetry, quizzes, sports, year-group concerts, plays and fixtures. Pupils access non-standard sports such as golf, mountain biking and rowing. Senior pupils take part in a co-curricular programme where they choose and follow courses according to their own interests. This helps them to develop their passions and interests further as

well as achieve various awards. Leaders carefully monitor pupils' engagement and recognition levels to ensure that all pupils are involved in as wide a range of activities, clubs, committees, initiatives and positions of responsibility as possible, without over-committing themselves. This monitoring also identifies pupils with lower participation profiles, which leads to interventions and encouragement from tutors and staff to increase pupils' participation.

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

29. All the relevant Standards are met.

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

30. Pupils have a well-developed understanding of the school's values through the 'Shrewsbury House Way', which acts as a code of conduct for all members of the school community. This approach is embedded and reinforced through a range of opportunities in the personal, social, health and economic (PSHE) education curriculum, assemblies, form times, sport and at break times.
31. The comprehensive PSHE and relationships and sex education (RSE) curriculums enable pupils to develop as resilient individuals with a strong sense of self-knowledge and self-confidence. The curriculum helps to support and develop pupils' spiritual and moral understanding, which is strengthened by a series of visiting speakers and themed days.
32. Pupils understand the school's behaviour policy and systems, which reward and positively reinforce good behaviour. Pupils behave well during lessons and when moving around the school. Pupils enjoy each other's company and get on well together. The 'Shrewsbury House Way' is intrinsically linked to the rewards and sanctions system, and pupils respond positively to this, which in turn strengthens their understanding and enactment of the school's values.
33. Pupils understand what bullying is and the harm it can cause. Leaders teach effective strategies to counter bullying. For example, during anti-bullying week, pupils dress in odd socks to emphasise their tolerance and understanding of people's differences. Pupils are confident that when bullying is reported, teachers listen and take effective action.
34. Pupils enjoy positive relationships with their teachers, whom they feel confident to approach with any concerns. The oldest pupils act as buddy mentors to the youngest pupils, which mutually benefits both parties.
35. Pupils benefit greatly from a wide-ranging and well-organised PE programme throughout the week, including timetabled lessons, games sessions and fixtures and swimming. Pupils understand and appreciate the positive impact this has on their physical and mental health.
36. The school premises are well maintained and safe. Leaders are knowledgeable and have appropriate skills to ensure the health and safety of pupils. Leaders fulfil these responsibilities effectively. Policies are implemented and their impact is monitored regularly. Leaders have a clear understanding of risk and take action to address any identified risks for pupils, staff and visitors. Leaders have a robust regard for fire prevention, which includes regular drills to review the suitability of the school's systems. Remedial action, where necessary, is swift and effective.
37. Clear and effective procedures ensure the medical safety and care for pupils. Leaders provide appropriate training for designated staff, so they have the knowledge and confidence to administer first aid to pupils appropriately.
38. Pupils are well supervised throughout the school day and in all that they do. As such, pupils feel safe in school and when participating in off-site trips and experiences.

39. Leaders ensure that admission and attendance registers comply with legislation. Leaders view pupils' attendance as a potential indicator of safeguarding concerns and act appropriately to support pupils and families.

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

40. All the relevant Standards are met.

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

41. The curriculum develops pupils' understanding of the school's values in relation to national and international values through reference to organisations such as the United Nations Global Goals and through engagement with significant events such as understanding Remembrance Day in British society.
42. The role of school rules is used to help pupils understand the rights of individuals and the rule of law in sustaining a peaceful society. Pupils demonstrate high levels of tolerance and respect for world religions and the beliefs of others. Their appreciation of cultural diversity is well developed.
43. Leaders provide opportunities for pupils to develop their understanding of democracy. Membership of the school council is secured through democratic elections. Form representatives, school council and eco committee representatives are voted for by each class. Pupils have further opportunities to demonstrate their views when choosing, for example, which play they will perform each year and which songs they will sing in concerts.
44. Teachers develop pupils' understanding of economic matters. For example, Year 3 pupils are taught money-related matters as part of their mathematics curriculum. The geography curriculum enables senior pupils to speak confidently about pensions and high-, middle- and low-income countries around the globe. In PSHE, younger pupils consider how to spend and save money effectively. Senior pupils consider business opportunities such as raising funds for charities through themed days and sponsored activities.
45. Pupils have a well-developed understanding of the impact of their actions on the environment as a result of opportunities in the planned curriculum and through themed assemblies led by the eco-council. Pupils gain further insight from visiting speakers who share inspiring experiences, for example, of cycling around the world and considering how to reduce deforestation.
46. Pupils' social responsibility is developed through foreign sports tours which provide pupils with opportunities to contribute to overseas communities. For example, during a trip to South Africa pupils were given a budget to purchase pencils, nappies, food and other essential supplies in a local supermarket. They took these to an orphanage where they interacted with babies and played cricket with young children.
47. Careers advice provided by the school is well planned and involves discussions in PSHE lessons and listening to visiting speakers. Pupils gain an understanding about the skills and attributes required for different careers. Staff speak to pupils about their own previous careers, and strong links with the local community support officer provide opportunities to learn about career options in the public services. Parents contribute by sharing their career choices with pupils as part of a 'Dragon's Den' initiative.

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

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

Safeguarding

49. Safeguarding is effective. Governors ensure that leaders with responsibility for safeguarding have the appropriate skills and knowledge to put effective arrangements in place. These arrangements are well managed and in line with statutory guidelines. The school's safeguarding policy reflects the most up-to-date statutory guidance and is firmly in place.
50. Leaders have established a culture in the school where safeguarding is a high priority. Staff receive regular training so they know how to manage concerns about pupils or staff and have the confidence to do so. The induction of new staff includes safeguarding training, which ensures that they understand their roles and responsibilities from the outset.
51. Pre-employment checks are managed efficiently to ensure no adult working with children is employed inappropriately. A detailed record of these checks is accurately maintained in a record of appointments.
52. Safeguarding leaders have good working relationships with external agencies to ensure they receive appropriate guidance and that procedures are followed in accordance with the school's safeguarding policy and statutory requirements. Leaders make referrals to the local authority children's services, the local authority designated officer (LADO) and, where necessary, the police.
53. The designated safeguarding lead (DSL) and members of the safeguarding team keep confidential records of concerns raised. These records include actions, decisions and the rationale in reaching these decisions to ensure cases are managed effectively.
54. A designated safeguarding governor meets regularly with the DSL to review procedures and actions so the governing body is assured that pupils' safety and wellbeing is prioritised.
55. The school site is well-managed with effective security arrangements, and pupils feel safe as a result. The curriculum ensures pupils are taught and understand the importance of staying safe online. This is further supported by the school's filtering and monitoring system, which monitors the internet and pupils' use of it.

The extent to which the school meets Standards relating to safeguarding

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

School details

School	Shrewsbury House School
Department for Education number	314/6002
Registered charity number	277324
Address	Shrewsbury House School 107 Ditton Road Surbiton Surrey KT6 6RL
Phone number	2028 399 3066
Email address	shsoffice@shstrust.net
Website	www.shrewsburyhouse.net
Proprietor	Shrewsbury House School Trust
Chair	Mr Darren Johns
Headteacher	Mrs Joanna Hubbard
Age range	7 to 13
Number of pupils	313
Date of previous inspection	28 September to 1 October 2021

Information about the school

57. Shrewsbury House School is an independent day school for male pupils. Founded in 1865, the school was privately owned until 1979 when a charitable trust was established, which now oversees three schools. The governors are trustees of the three schools. Since the last inspection, a new sports pavilion has been built at the sports ground, and a new all-weather surface has been installed on the school site. The three science laboratories have been fully refurbished, and a new reception area has been created to welcome visitors. Additional outdoor spaces have been created on the main school site for outdoor play and learning.
58. The school has identified 41 pupils who have SEND. A very small proportion of pupils have an education, health and care plan (EHC plan).
59. English is an additional language for 30 pupils.
60. The school states its aims are to develop independent, curious and passionate learners to succeed in a changing world. The ethos is based around the five fundamental values of integrity, respect, perseverance, compassion and aspiration. It seeks actively to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs, which underpin all that they offer.

Inspection details

Inspection dates

5 to 7 November 2024

61. A team of four inspectors visited the school for two and a half days.

62. 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 head, 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.

63. 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**.

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