

Inspection of The Harrodian School

Lonsdale Road, London SW13 9QN

Inspection dates: 14 to 16 June 2022

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Good
Leadership and management	Good
Early years provision	Good
Sixth-form provision	Good
Overall effectiveness at previous inspection	Good
Does the school meet the independent school standards?	Yes

What is it like to attend this school?

The school's values of good manners, consideration and respect flow through Harrodian. One pupil's view that, 'this is a place where you can 100% be yourself' echoed the views of others. Parents and carers are highly positive about the school. They emphasise the quality of pastoral care and support provided by staff.

Leaders have high expectations for their pupils, including for their behaviour and academic achievement. Pupils respond to these expectations. They behave extremely well and achieve highly.

Pupils learn about bullying. They say it is not accepted and that adults would deal with it quickly. Pupils feel happy and safe. One reason for this is the range of opportunities that are created for older pupils to work with younger pupils. This includes being a buddy or mentor. The buddy scheme includes subjects such as reading, Spanish and mathematics. As a result, pupils of different backgrounds, experiences and ages get on very well together.

The school benefits from extensive grounds and facilities. These support the curriculum well, for example in swimming and the performing arts. That said, the early years outdoor provision is not enriching the curriculum as well as it should.

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

Leaders are ambitious for what they want the school curriculum to achieve. There is a broad curriculum on offer, for example in pre-prep, pupils study French. At key stage 2, pupils study Latin and drama alongside their other subjects. In the sixth form, students can choose from 29 different A levels. This includes newly added subjects such as 3D-design and philosophy.

In Years 7 and 8, leaders have introduced an option process for some subjects. These include art, music, drama and computing. This means that some pupils do not continue on their journey with learning at least one of these subjects. Leaders do offer a range of clubs, activities and experiences in these subjects that are made available to pupils. However, some pupils do not take them up. While pupils can choose their 'dropped' subject again in Year 9 and/or at GCSE, some are missing out on important learning in Years 7 and 8.

Leaders have set out their aims well in most subjects. Teachers know what they want pupils to know and remember. They have secure subject knowledge and use it well in giving clear explanations of subject concepts. They regularly check their pupils' understanding of what they are learning.

In the sixth form, teachers make sure students understand their subject at a deep level. Students have a strong recall of knowledge. They explain ideas and concepts with confidence and accuracy. In subjects with essay requirements, students write well. They develop strong analytical and evaluative responses to given questions.

Pupils with special educational needs and/or disabilities (SEND) are well supported. In some subjects this involves small-group teaching. Pupils also receive effective one-to-one support from staff. This helps with targeted areas such as spelling and mathematics.

Leaders prioritise reading across the school. Pupils learn to read right from the start of Reception. Staff read to pupils with enjoyment and enthusiasm. Some staff have had training on phonics but not all staff share the same level of expertise. This includes those teaching in Years 2 and 3. Staff check how well pupils know and remember the sounds that they are learning. They work well with parents to help pupils practise sounds at home. The way the daily phonics sessions are currently organised is not as helpful as it could be. As a result, the support for a few of the weaker readers, including those with SEND, could be stronger.

In other year groups, such as Years 7, 8 and 9, pupils enjoy reading. They read a range of different genres regularly. They enjoy making use of the well-stocked libraries.

Pupils show a high level of commitment to their education. They work very hard during the school day. Pupils take full advantage of opportunities such as the mentor and buddy schemes. They all support each other in making Harrodian the happy and safe place that it is.

Leaders have improved the school's personal, social, health and economic education (PSHE) programme. There are now several full lessons for PSHE in the timetable to go alongside tutor sessions. Across all parts of the school, leaders have decided on important topics for pupils to learn. The topics include a sharp focus on diversity, relationships and equality. Leaders ensure that all pupils have relationships and sex education appropriate for their age. Pupils really value these sessions as they enjoy being able to debate and reflect on the issues raised.

Leaders provide pupils with a rich set of spiritual and cultural opportunities. Pupils have access to a wide range of clubs and activities that are well attended. There are, for example, textiles, chess, abstract photography and world cinema. Leaders have arranged trips to Japan, The Hague and New York, with 17 future trips in the planning. A high proportion of pupils take part in the Duke of Edinburgh award scheme. Sixth form students also have student societies. This involves students delivering a talk on topics that interest them to their peers and pupils in Year 11.

Leaders ensure that pupils receive well-developed careers guidance. This includes an understanding of apprenticeships, gap years and higher education. Students in the sixth form speak highly of the support they receive from the school. They feel very well supported in planning for their future careers. A very high proportion of students go on to their first-choice university.

Most staff agree that leaders are considerate of their well-being and are proud to work at the school. Some staff feel that leaders could do more to take their workloads into

account when making curriculum decisions. The proprietor visits regularly, knows the school well and is supportive. At times, the proprietor does not challenge leaders enough on their curriculum decision making.

The school meets the requirements of the independent school standards (ISS), schedule 10 of the Equality Act 2010 and the Early Years Foundation Stage.

Safeguarding

The arrangements for safeguarding are effective.

Staff know pupils well. They are quick to share any concerns that they may have about pupils. Leaders deal with these concerns swiftly. Leaders work with external agencies well to access further guidance or support for pupils. Pupils learn in an age-appropriate way how to look after themselves. This includes learning about harmful sexual behaviour, mental well-being and online safety.

Pupils know that there is an adult at the school that they go to if they ever need any support. The vast majority of parents say that their children are safe and happy at school. The school's safeguarding policy is written in line with statutory guidance. It is available on the school's website.

What does the school need to do improve?

(Information for the school and proprietor)

- Some staff, including those in Years 2 and 3, do not share the same level of phonics expertise as others. In addition, the current organisation of the daily phonics sessions does not support staff in meeting pupils' individual needs well. This means that a few of the weaker readers do not catch up as well as they should. Leaders should review the organisation of the daily phonics sessions. They should also ensure that all staff have a high level of expertise in delivering phonics.
- There is more to do to ensure that the outdoor area in the early years is an integrated and purposeful part of the curriculum. It is not supporting the curriculum as well as it should. Leaders need to prioritise additional resources for the outdoor provision so that teachers in the early years can provide a more enriching learning experience for children.
- In Years 7 and 8, some pupils choose particular options and as a result may lose out on important learning in their 'dropped' subject. Leaders need to review their curriculum decisions for these year groups.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the provider and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

School details

Unique reference number	102950
DfE registration number	318/6078
Local authority	Richmond Upon Thames
Inspection number	10226770
Type of school	Other Independent School
School category	Independent School
Age range of pupils	4 to 18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	1021
Of which, number on roll in the sixth form	165
Number of part-time pupils	None
Proprietor	Alford Houston-Boswall
Headteacher	James Hooke
Annual fees (day pupils)	£17,205 to £26,430
Telephone number	020 8748 6117
Website	www.harrodian.com
Email address	admin@harrodian.com
Date of previous inspection	1 to 3 May 2018

Information about this school

- The Harrodian School is an independent day school.
- The school is registered to admit up to 1,050 pupils.
- The school is divided up into:
 - pre-prep for pupils up to Year 3
 - prep for pupils in Years 4 to 8
 - senior school for pupils in Years 9 to 11 and the sixth form.
- The school is owned by a sole proprietor. There is no governing body.
- The school does not use any alternative provision.
- The school had its last standard inspection in May 2018 when it was judged to be good and all independent school standards were met.

Information about this inspection

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

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

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school leaders and have taken that into account in their evaluation.
- Inspectors met with the headteacher, deputy headteacher and other senior staff. The lead inspector held a meeting with the proprietor.
- The lead inspector held telephone meetings with representatives from the local authority and the safer schools police officer to discuss safeguarding arrangements.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, computing, physical education and history. For each deep dive, inspectors met with leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, and to pupils about their learning. Inspectors looked at samples of pupils' work and heard pupils reading to adults.
- Inspectors also visited lessons, spoke to pupils, reviewed their work and spoke to leaders about other subjects, including in the sixth form.
- Inspectors met with leaders with responsibility for safeguarding and behaviour. They reviewed a range of safeguarding documentation, including pre-employment checks on staff, risk assessments and case studies. Inspectors considered the

views of parents, staff, pupils and other agencies to help evaluate the school's safeguarding arrangements.

- Inspectors considered a range of evidence to evaluate compliance with the ISS.
- Inspectors considered replies to Ofsted's Parent View and online surveys for pupils and staff. Inspectors met with some parents when they were collecting their children from pre-prep.

Inspection team

Sam Hainey, lead inspector

Her Majesty's Inspector

Jonathan Newby

Ofsted Inspector

Nick Hitchen

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022