HIGHLIGHTS FROM THE 2007 ISI INSPECTION REPORT

The quotes featured below have been taken directly from the 2007 ISI Report.

The report outlined qualities that apply at both Walthamstow Hall Junior and Senior Schools. It also identifies qualities which are specific to just the Junior or Senior School. This explains references such as “throughout the school”.

The ISI Assessment Grades are “Outstanding”, “Good”, “Satisfactory” and “Unsatisfactory”.

ATTAINMENT, TEACHERS AND FACILITIES

Quality of Education

- Walthamstow Hall provides an educational experience of high quality.
- Pupils are encouraged to set their aspirations high.
- The atmosphere and ethos of the school are such that all pupils flourish in a community to which they contribute greatly.
- Pupils are well educated and achieve good and frequently outstanding standards in relation to their age and abilities.

The Curriculum

- A balanced curriculum and wide-ranging extra-curricular programme are well suited to the interests, aptitudes and needs of all pupils.
- The curriculum is broad and it contributes effectively to all aspects of pupils' development, enabling them to acquire the appropriate skills of speaking, listening, literacy and numeracy. These skills are well used in all areas of learning.
- The Early Learning Goals in the nursery and reception classes and in, Year 1 – 6, the subjects of the National Curriculum, together with religious studies and personal, social and health education (PHSE) provide a sound foundation for learning. Ballet, drama, French, study skills and swimming add breadth as pupils move through the school. The largest proportion of time is devoted to literacy and numeracy, but all subjects have sufficient time to provide pupils with a secure base for further learning.

Quality of Teaching

- The overall quality of teaching throughout the school is good and frequently outstanding.
- Throughout the school, care and concern are evident in the outstanding relationships that exist between pupils and staff. Teachers and pupils work together purposefully.
- Teachers know pupils well. They are aware of their individual needs and provide support in a friendly and approachable manner.
• Teachers establish friendly, supportive, yet firm relationships with pupils.
• Teaching is effective in providing a secure foundation for pupils to acquire new knowledge, make progress, increase their understanding and develop their skills. A strength of teaching is the individual and group support given to pupils in a caring way.
• Pupils under three years of age experience a wide range of activities to develop skills of exploration, observation and problem solving, giving them an excellent introduction to school life.
• Challenging tasks and well-focussed questions were strong features of successful teaching that fosters the application of intellectual, physical and creative effort.
• Well-chosen activities promote learning by closely matching tasks to the ability of individual pupils.
• Teaching shows an excellent understanding of the needs and prior attainment of pupils and high quality support is provided for individual pupils by the learning support teachers and the curriculum enrichment director. Good relationships between pupils and teachers are based on mutual respect, which allows pupils to express their ideas and opinions confidently and to ask for help when it is needed.
• Teachers demonstrate a good knowledge and understanding of the subjects they teach. Specialist teaching in art, drama, music, physical education. Science and swimming, alongside guidance from the curriculum and enrichment director, significantly enhances pupils’ learning.
• A wide selection of good quality resources are used to give variety in approaches to teaching. The provision of computers and electronic technology is good. Full use is made of the attractive school site and the imaginative outdoor play equipment. The facilities for practical subjects are good. The well-stocked library provides a good resource for teaching and contributes well to pupils’ learning experience.
• Reports on pupils’ work and progress are thoughtfully written and show deep understanding of pupils.

Pupil Learning and Achievements

• Pupils achieve good levels of knowledge, skills and understanding both in subjects they study and in extra-curricular activities, as a result of goods planning and teaching. They are encouraged to develop and apply these skills critically and creatively in all subjects. High-quality displays in classrooms and other areas of the school demonstrate that many opportunities are provided for pupils to be creative and use their imagination.
• Pupils have a good understanding of mathematics and apply numeracy skills and knowledge of concepts effectively.
• Pupils reason cogently and can respond to searching questions. They can work things out for themselves and can argue with conviction. They have competent study skills which are fostered most notably in Years 5 and 6, when pupils learn a range of skills including time
allocation and revision strategies. These skills, together with their ability to take notes, enable them to organise their work independently and to work co-operatively when they are required to do so.

- Pupils are well grounded in knowledge and understanding both in subjects and activities and they develop a wide range of appropriate skills. They apply these skills to think creatively and critically, showing a well-developed ability to evaluate and reflect on what they are learning. High standards of literacy and numeracy are achieved.
- As pupils move through the school, they develop excellent attitudes to work and study. They are articulate and confident speakers.
- Pupils listen attentively to their teachers and to one another; retain facts and most recall previous knowledge well. They read intelligently and write fluently for a range of purposes.
- In the Junior School a significant feature is the way pupils are encouraged to think and find things out for themselves.
- Pupils think for themselves and thrive when challenged to express themselves orally. They demonstrate good reasoning skills and are confident in conversation. They said they enjoy lessons where they are able to discuss or debate, and they can argue cogently.
- Through their own endeavours and through good teaching, pupils develop the essential skills and attitudes for work and study providing a secure foundation for successful achievement. This positive attitude to their studies, noted in the last inspection, had remained undiminished.
- Pupils are confident and articulate.
- Pupils in nursery and reception classes make good progress and all achieve or exceed the nationally recommended levels for children of this age. Whilst pupils are not entered for the national tests at aged 7 and 11 years, their work in lessons and in workbooks scrutinised demonstrated good and frequently high achievement in relation to age and ability. Each year a number of pupils are awarded academic or music scholarships to senior schools.

Extra Support

- One to one specialist learning support is of excellent quality and ensures pupils achieve well in relation to their particular difficulties.
- The arrangements to support pupils with learning difficulties and disabilities (LDD) and those with English as an additional language are outstanding.
- Pupils with LDD and those on the G and T register have IPMs prepared by SINCO working closely with the Specialist Learning Support Teachers. These provide well-considered and good quality guidance for Teachers on how to help pupils achieve their best.

PARENTS AND COMMUNITY
Parents of pupils of all ages are given many worthwhile opportunities to become involved in the activities of the school and in the work and progress of their children. The school works constructively with parents to support their daughters’ academic progress and wellbeing.

Parents are kept regularly informed through a range of well-produced, informative documents.

The school attaches importance to active partnerships with parents when dealing with pastoral issues arising both at school and at home.

The school works in partnership with parents to provide the highest quality of education for its pupils and ensure that the girls lead confident, fulfilling and challenging lives in line with the school’s aims.

A high proportion of parents who responded to the pre-inspection questionnaire said that they were extremely satisfied with the quality of education provided by the school. They singled out for particular praise the quality of teaching, the range of subjects offered, the help and guidance given to their daughters and the promotion of worthwhile attitudes and values.

Parents are closely involved with their children’s future at all the appropriate stages.

EXTRA-CURRICULAR

- An effective balance is struck between academic provision and the opportunities offered by the extra-curricular and enrichment programmes.
- Links with the community and the outstanding range of extra-curricular activities contribute strongly to pupils’ educational experience and achievement.
- In the Junior School, pupils participate enthusiastically in a range of opportunities including art and craft, cookery, current affairs, first aid, gardening, Latin, musical activities and team games. Choices are monitored to ensure pupils have a variety of different experiences over time.
- Pupils achieve individual and team successes across a wide range of activities.

PASTORAL

- The school provides an outstanding quality of care for pupils. In a happy, caring community pupils develop in accordance with the school’s aims. Judged to be a strength at the time of the last inspection, the arrangements currently provided have improved still further.
- Pupils in both sections of the school are confident they can ask for support, help and guidance at any time and know their concerns will be dealt with.
Preparation for the next stage of education is well managed. Parents are closely involved with their children’s future at all the appropriate stages. Year 6 pupils are thoroughly prepared for entrance examinations to the senior school and to other schools. The transition from Year 6 to Year 7 is smooth.

**GIRLS' BEHAVIOUR, ATTITUDES AND VALUES**

- Measures to promote good discipline and behaviour are fully understood by pupils and are effective. The system of rewards and sanctions reinforces positive behaviour.
- Relationships among pupils are friendly and demonstrate a high level of mutual support.
- Older pupils set a good example for younger ones by both their behaviour and their attitudes and as a result, a strong feature of the school is the way pupils help one another.
- Pupils' sense of moral awareness is secure and, from an early age, they learn to distinguish right from wrong. The school rules are code of conduct are widely respected and their raison d’être understood. They provide a strong framework in both sections of the school, which is reflected in the orderly behaviour of pupils not only in lessons and activities but also as they move around the school.
- Pupils’ social awareness and development are outstanding. Girls grow up to be confident, poised and articulate young women. They display a caring, sensitive and respectful attitude to one another and show a high level of courtesy both in and outside the classroom. Pupils respond well to taking responsibility as house officers, prefects, team captains, or to being a buddy in Year 6, all of which provide opportunities to develop leadership skills. The Junior School prefects meet regularly with the deputy head to discuss their leadership responsibilities, giving them the chance to think about their individual strengths as leaders.
- The pupils’ cultural awareness is good. In the Junior School, pupils are given many opportunities to develop their awareness of both their own and other cultures through the curriculum, assemblies and art and craft displays.
- Charity fund-raising strengthens pupils’ consciousness of other people’s needs and encourages initiative to become responsible citizens. The house system in both sections of the school has been strengthened in recent years.
- Throughout, pupils show great enthusiasm and clearly enjoy their work.
- Good behaviour and a positive approach contribute to effective learning and the achievement of high standards both individually and as members of teams.

**SUMMARY**

High quality governance and the strong leadership of the Headmistress, together with her senior colleagues, ensure that the school meets its aims.
Pupils in both sections of the school achieve good and frequently standards in the subjects they study and in a wide range of extra-curricular activities, including Drama, Music and Sport. Such achievement is due to high quality teaching and effective systems to support pupils in their learning. Pupils of all ages are motivated, have serious work ethic and approach school life with enjoyment. Their personal development is outstanding. Good relationships between staff and pupils and among pupils themselves combine to support girls as they grow into young women who are articulate, thoughtful, assured and have high self-esteem. Conscientious staff provide a supportive atmosphere in which pastoral care is outstanding and each pupil feels respected and valued. The Christian ethos of the school is central and pupils have a highly developed sense of service in the wider community. Parents are extremely satisfied with the education provided, and pupils are appreciative of the opportunities which are made available to them.