

# Material change inspection report

6 June 2025

## **Hall Grove School**

London Road

Bagshot

Surrey

GU19 5HZ

## Inspection outcome

The school has requested a material change request to increase its age range from pupils aged 3 to 13 years to 3 to 16 years.

The school is likely to meet the relevant independent school Standards if the material change is implemented. It is recommended that the material change be approved.

## Inspection findings

### Part 1. Quality of education provided

ISSR Paragraphs 1, 2, 3 and 4

1. The school has a suitable policy for the curriculum which appropriately takes into account the needs and aptitudes of pupils throughout the age range of the school. The policy and the detailed schemes of work for each subject have been updated to include the year groups included in the material change application.
2. The curriculum suitably encompasses the key areas of linguistic and mathematical learning, scientific discovery and aesthetic development. Pupils learn modern foreign languages, with the eldest also learning classical languages such as Latin and Ancient Greek. Leaders have prepared detailed plans for the curriculum which will be followed by pupils in those year groups included in the material change application. Leaders have further considered how to appropriately provide a range of subjects for pupils to choose to study towards GCSE qualifications.
3. Pupils learn relevant topics in their personal, social, health and economic (PSHE) education lessons. This curriculum suitably teaches pupils about equality and respect for all people, and what it means to be part of British society. Pupils receive appropriate, impartial guidance in relation to their choices about careers. Pupils are taught an appropriate curriculum regarding relationships and, for older pupils, age-appropriate sex education. Leaders have prepared suitable plans for further developing these aspects of the curriculum with older pupils should the material change be implemented.
4. Teachers help pupils to make good progress in their learning through well-planned lessons and effective teaching. Teachers support pupils with any misconceptions or difficulties through individual support and provide suitable work to meet their individual aptitudes. Leaders have provided additional training and have facilitated visits to senior schools for teachers to engage in professional dialogue in order to support their teaching of older pupils.
5. A suitable framework is in place to monitor and assess the progress that pupils make. In addition to frequent informal methods of assessing the progress pupils make in the classroom, teachers also administer regular standardised assessments which enables them to monitor the progress pupils make over time. Pupils prepare for the Common Entrance (CE) examinations at the end of Year 8 and leaders plan that older pupils will follow courses which will ultimately lead to GCSE qualifications.
6. The school is likely to continue to meet the Standards if the material change is implemented.

### Part 2. Spiritual, moral, social and cultural development of pupils

ISSR Paragraph 5

7. The school actively promotes and teaches the fundamental British values of democracy, the rule of law, individual liberty and mutual respect through personal, social, health and economic (PSHE)

education, the wider curriculum and programme of assemblies. Leaders ensure that teachers encourage pupils to develop their self-esteem and self-confidence through their daily experiences and interactions. Teaching and the consistent implementation of the behaviour policy enables pupils to distinguish right from wrong and take responsibility for their actions.

8. Pupils are taught that discrimination of any kind is not tolerated and understand the importance of respect for all. The boarding provision is a welcoming and inclusive environment.
9. Leaders have considered the different needs of older pupils with regard to the promotion of their personal development. For example, the behaviour policy has already been updated to appropriately reflect the greater degree of autonomy and personal responsibility expected of older pupils.
10. The school is likely to continue to meet the Standards if the material change is implemented.

### **Part 3. Welfare, health and safety of pupils**

ISSR Paragraphs 7(a) and (b), 8(a) and (b)

11. The school has an appropriate policy for safeguarding which provides suitable arrangements to safeguard and promote the welfare of pupils at the school and reflects the latest statutory guidance. Leaders ensure that the arrangements for safeguarding the wellbeing of pupils are implemented effectively.
12. The designated safeguarding lead (DSL) has the appropriate authority within the school to carry out their role and safeguarding team are all well trained to carry out their duties effectively.
13. Leaders ensure that staff receive regular and relevant safeguarding training. Staff know what to do if they have any concerns that a pupil may be at risk of harm. They understand the risks of radicalisation and other contextual safeguarding risks for pupils at the school. Staff know how to report their concerns that a pupil may be at risk of harm and the need to do this without delay. Staff also understand the importance of reporting any concerns about the behaviour of adults in school and how to do this.
14. New members of staff receive comprehensive safeguarding training before they take up their role within the school. Leaders ensure that all staff are familiar with the school's systems of reporting and recording concerns as well as the staff code of conduct.
15. Leaders take appropriate actions to safeguard pupils. Leaders understand the actions they need to take in reporting safeguarding concerns to external agencies. Safeguarding concerns are recorded methodically and files securely stored.
16. Pupils are taught about staying safe as part of the curriculum, including staying safe online. Appropriate systems are in place to filter and monitor the pupils' online access at school and, for older pupils, when using their school-issued devices at home. These systems are tested on a regular basis to ensure that they are working appropriately.
17. The welfare of boarders is promoted while they are accommodated at school. Appropriate policies and procedures are effectively implemented so that boarders can feel secure and comfortable in the boarding environment.
18. The school is likely to continue to meet the Standards if the material change is implemented.

## Part 5. Premises of and accommodation at schools

### NMS 4

19. The school provides high quality sleeping accommodation with appropriate furniture, storage for clothing and space for pupils to personalise their sleeping area should they so wish. The organisation of boarding accommodation, which is primarily for pupils to choose to board on certain nights, is effective, with appropriate separation of accommodation for male and female pupils during the night and when they are preparing for bed. Pupils are able to express a preference for in which room and with which other pupils they wish to be accommodated. Sufficient washing facilities are provided. There is suitable separation between the boarders' accommodation and staff residences.
20. There is a suitable common room for boarders to relax in. There are sufficient toilets and washing facilities, with appropriate privacy, which boarders are able to access. The accommodation is kept clean and well maintained, with appropriate lighting, ventilation and heating.

## Part 6. Provision of information

### ISSR paragraph 32(1)(c)

21. The school meets the requirements for providing information relating to safeguarding to parents. Particulars of the arrangements for safeguarding are published on the school's website.
22. The school meets the Standards.

## Part 8. Quality of leadership and management of schools

### ISSR paragraphs 34(1)(a), 34(1)(b), 34(1)(c), 34(2); NMS 1.1, 2

23. Leaders have good skills and knowledge and this helps ensure that they fulfil their responsibilities so that the Standards and other regulations are consistently met. The proprietor exercises suitable oversight of leaders so that they experience support as well as professional challenge to their practice. As a result, leaders and the proprietor actively promote the wellbeing of pupils at the school. Leaders ensure that the necessary policies and documents related to the boarding provision are held and made available as appropriate.
24. The proprietor takes part in appropriate safeguarding training. They understand their responsibilities in relation to the statutory requirements and visit the school regularly. The proprietor meets frequently with the DSL and receives an annual safeguarding report. These actions help the proprietor to monitor the arrangements for safeguarding and help to ensure that they are effective.
25. There is clear management and development of boarding, for example demonstrated through recent refurbishment and redecoration. This is appropriately monitored by leaders and the proprietor. Boarding staff are knowledgeable, experienced and ensure that boarding is a positive experience for pupils. A suitable statement of the school's boarding practices is shared with parents and understood by boarders.
26. Leaders and the proprietor have prepared carefully for the material change and have made a suitable assessment of the associated risks. They have communicated their plans effectively and transparently with staff and parents. Leaders understand the need to be flexible in adapting their provision over time depending on the age and number of pupils in the new senior school, providing appropriately for both their curricular and pastoral needs.

27. The school is likely to continue to meet the Standards if the material change is implemented.

## School details

<b>School</b>	Hall Grove School
<b>Department for Education number</b>	936/6444
<b>Address</b>	Hall Grove School London Road Bagshot Surrey GU19 5HZ
<b>Phone number</b>	01276 473059
<b>Email address</b>	schooloffice@hallgrove.co.uk
<b>Website</b>	www.hallgrove.co.uk
<b>Proprietor</b>	Mr Alastair Graham
<b>Headteacher</b>	Mr Neil Tomlin
<b>Age range</b>	3-13
<b>Number of pupils</b>	420
<b>Number of boarding pupils</b>	21
<b>Date of previous inspection</b>	16 to 18 May 2023

## Information about the school

28. Hall Grove is a co-educational day and boarding school located between Bagshot and Windlesham in Surrey. The school is a limited company owned by a sole proprietor.
29. There are a small number of weekly boarders, augmented by those who flexi-board either regularly or on demand, from age seven and up. The boarding house is located on the upper floor of the main school building.
30. There are 60 children in the early years comprising one Nursery and two Reception classes.
31. The school has identified 74 pupils as having special educational needs and/or disabilities. A very small number of pupils in the school have an education, health and care plan.
32. The school has identified 13 pupils for whom English is an additional language.
33. The school states that its aims are to provide a broad and balanced education of the highest quality, providing a strong sense of community, and fostering a real 'can-do' attitude among pupils, encouraging them to have a go at as many of the opportunities on offer as possible.

## Purpose of the material change inspection

Inspectors carried out this inspection following an application made by the school to the DfE to make a material change to the school's provision. The purpose of the inspection is to advise the Secretary of State for Education about whether the school is likely to meet the Independent School Standards/ National Minimum Standards for boarding schools if the material change is implemented.

## Inspection details

**Inspection date**

6 June 2025

34. Two inspectors visited the school for one day.

35. Inspection activities included:

- scrutiny of a range of policies, documentation and records provided by the school and information available on the school's website
- discussions with the proprietor
- discussions with the headteacher, school leaders, managers and other members of staff
- discussions with pupils and staff
- visits to the boarding houses accompanied by staff
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school
- scrutiny of information published on the school's website.

### **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](http://www.isi.net)**.

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