

Inspection of Wallington High School for Girls

Woodcote Road, Wallington, Surrey SM6 0PH

Inspection dates:	18 and 19 March 2025
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Sixth-form provision	Outstanding
Previous inspection grade	Good

The headteacher of this school is Tracey O'Brien. This school is part of Girls' Learning Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Tom Flynn, and overseen by a board of trustees, chaired by Sandy Gillett.

What is it like to attend this school?

Pupils at this school are looked after with the utmost care by adults. They feel safe, settled and happy. Pupils appreciate that adults have their best interests at heart. They know they can share any concerns and that adults can be trusted to help. Their behaviour is exceptional. Pupils respect each other and treat their peers in a friendly and courteous manner. In lessons they are focused and collaborative. Pupils turn to each other in class to share ideas and discuss solutions to problems. They are proud of the friendly atmosphere between them and say that they 'build each other up' to celebrate successes.

The school has high ambitions for its pupils, and staff go out of their way to ensure that pupils are able to reach these. The school's culture encourages the pursuit of academic achievement and character development where pupils are ready for the next stage of their lives. The result is a vibrant and diverse community where pupils are proud to be hard working. Pupils, including those who are disadvantaged or have special educational needs and/or disabilities (SEND), achieve exceptionally well as shown in the recent examination results.

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

Leaders have designed a broad and ambitious curriculum, including in the sixth form. Learning is organised in a logical order, so that pupils build on what they already know. Teachers are experts at what they do. The school prioritises their training and ensures that they are skilled to meet pupils' needs. Teachers are effective at regularly refreshing pupils' memory of what they have previously been taught. They carefully check what pupils understand and anticipate mistakes so as to help pupils achieve high standards.

The staffing community is happy, and staff enjoy working here. They are well looked after by the school and trust, who are mindful of staff workload. Trustees and those responsible for governance know the school well. They offer both challenge and support to the school.

Teachers receive high-quality professional development. Leaders maintain a sharp focus on continually improving teaching and learning. Teachers meet regularly to reflect on their practice and draw on each other's expertise to improve. They make sure that pupils, including those with SEND, achieve highly. The needs of pupils are identified, and support is rapidly put in place. If needed, staff make adaptations to the approach and resources being used in the classroom.

The school has developed a proud culture of reading for pleasure. Reading is given high priority and pupils always have a book they are reading. Pupils are encouraged to use knowledge from their wider reading to build up their vocabulary, which they do with impressive fluency. They are taught to 'speak like an expert' and learn to debate and express themselves with maturity. For example, in theology and philosophy pupils consider world religions, present to each other and share their views while enhancing their own spiritual and moral understanding.

There is a purposeful atmosphere throughout the school and pupils know the high standards expected of them. They take responsibility for their learning and produce high-quality work that they are proud of. When they are unsure about their learning, they know to ask for help and seek clarity.

Pupils are brilliantly supported through the school's pastoral care. They know how to have healthy friendships and interactions with each other. Pupils are highly respectful of differing beliefs and cultures and celebrate these by organising a range of events. The opportunities to explore and pursue their interests are remarkable. There are over one hundred clubs, societies and activities on offer that are enjoyed by pupils. When a pupil thinks of a club that does not exist, they are encouraged to build their own activity and invite others to join. This breeds a successful culture, developing pupils into leaders by taking on additional roles. For example, some pupils are trained to become mentors to younger pupils in the school, a responsibility they carry out with care and dedication.

By the time students in the sixth form finish their studies, they have a clear understanding of the next stage in their education or career. Most aspire to attend university and are successful in achieving this aim. The guidance and preparation they receive in this area is exceptional. Pupils have access to guest lecturers and business mentors to help shape their thinking about their future.

Safeguarding

The arrangements for safeguarding are effective.

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.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	136789
Local authority	Sutton
Inspection number	10345920
Type of school	Grammar (selective)
School category	Academy converter
Age range of pupils	11 to 18
Gender of pupils	Girls
Gender of pupils in sixth-form provision	Girls
Number of pupils on the school roll	1546
Of which, number on roll in the sixth form	512
Appropriate authority	Board of trustees
Chair of trust	Sandy Gillett
CEO of the trust	Tom Flynn
Headteacher	Tracey O'Brien
Website	www.wallingtongirls.org.uk
Date of previous inspection	October 2019, under Section 8 of the Education Act 2005

Information about this school

- The school is part of the Girls' Learning Trust.
- The school uses one alternative provider.
- Some students in the sixth form access qualifications taught at other schools in the trust.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024, will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- 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 and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: mathematics, theology and philosophy, science, art and geography. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors discussed the curriculum in some other subjects.
- To evaluate the provision in the sixth form, inspectors visited the sixth form, met with leaders, visited lessons and discussed learning with students.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors met with trustees. They also met with trust and school leaders, including the headteacher.
- Inspectors considered the views of parents and carers, staff and pupils through discussions and through their responses to Ofsted's surveys.

Inspection team

Karim Ismail, lead inspector	His Majesty's Inspector
Paul Robinson	Ofsted Inspector
Yvonne Chisholm	Ofsted Inspector
Duncan Kamya	Ofsted Inspector
Christine Raeside	Ofsted Inspector

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