



DENOMINATIONAL INSPECTION REPORT

incorporating Section 48 and Canonical Inspection under Canon 806 on
behalf of the Archbishop of Southwark

URN 102681

Wimbledon College

Edge Hill

London

SW19 4NS

Inspection date: 8th & 9th December 2022

Chair of Governors: Michael Murphy

Headteacher: Adrian Laing

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EDUCATION COMMISSION

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Key for inspection grades

Grade 1	Outstanding	Grade 3	Requires improvement
Grade 2	Good	Grade 4	Inadequate

FULL REPORT

INFORMATION ABOUT THE SCHOOL

Wimbledon College is a Jesuit school, under the Trusteeship of the Society of Jesus, which shares the traditions and values of the 2,500 Jesuit schools worldwide. Wimbledon College is situated in the Merton Deanery of the Archdiocese of Southwark and maintained by Merton Local Authority. It is a large school which serves pupils from across South West London drawing from a wide range of surrounding parishes. No one feeder school provides more than 12% of pupils in a year group.

The vast majority of pupils remain into the sixth form. The school welcomes girls into the sixth form as part of the post 16 provision in conjunction with the local Ursuline High School. Significant numbers go on to university with a growing number taking up apprenticeships.

The school has a strong Jesuit identity which is reflected in the common language and vision of the school. The use of the Jesuit language is embedded into the routine of the school.

Curriculum planning and provision focus on the character, strengths and virtues of Jesuit education to help deeply ground the school in its Jesuit roots. This was evident in all observations during the inspection.

Attainment on entry is above the national average. Pupils make progress well above the national average. The percentage of pupils eligible for free school meals is 15%. 5.1 % of pupils have Educational Health Care Plans, (EHCP) which is one of the highest percentages of pupils with EHCP's for a boy's school nationally without a specialised unit provision.

The percentage of Catholic pupils and application numbers have remained consistent up until 2021 admission where there has been slight drop in the overall numbers and in terms of Catholic applicants.

Inspectors saw evidence of clear progress towards targets set at the last inspection.



SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

Wimbledon College is an outstanding Catholic school because:

- A strong Jesuit identity is reflected in the common language, vision and actions of all members of the school community.
- The pupils are proud of the Jesuit traditions and regularly put these into practice in their daily lives taking full advantage of the many opportunities provided to them.
- Professional development training in the Jesuit educational mission is embedded throughout the college enabling the traditions to pervade all areas of the college life, learning and worship.
- Strong leadership within the school is modelled at all levels.

WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER

- Extend the focus for governance beyond the Catholic life of the school and collective worship provision to include regular review and evaluation of Religious Education provision.
- Where additional curriculum demands place pressure on the timetable, maintain a focus on the provision of timetabled Religious Education in all key stages.

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Overall Effectiveness

How effective the school is in providing Catholic Education.	1
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Catholic Life	1
The extent to which pupils contribute to and benefit from the Catholic Life of the school.	1
The quality of provision for the Catholic Life of the school.	1
How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school.	1

Religious Education	1
How well pupils achieve and enjoy their learning in Religious Education.	1
The quality of teaching, learning and assessment in Religious Education.	1
How well leaders and governors promote, monitor and evaluate the provision for Religious Education.	2

Collective Worship	1
How well pupils respond to and participate in the schools' Collective Worship.	1
The quality of provision for Collective Worship.	1
How well leaders and governors promote, monitor and evaluate the provision for Collective Worship.	1



CATHOLIC LIFE

1

The extent to which pupils contribute to and benefit from the Catholic Life of the school is outstanding.

- Jesuit virtues are embedded in the life and learning of the whole college with the Jesuit motto 'Men and Women for others' being evident in all aspects of college life. Year 13, leavers quotes include; 'Men and Women for others provided a clear focus for the kind of person I wanted to be', 'The way the majority of people in school look out for each other and help each other has had a lasting impact and helped me develop into a more understanding person.'
- Pupils of all ages interact with the statue of The Sacred Heart at the entrance to the school with dignity and respect. Inspectors observed many pupils stopping, reflecting and placing donations for community collections as they entered the college.
- The Jesuit pupil profile (JPP), forms a focus for action and review of all aspects of each pupil's journey through the college.
- Pupils readily take advantage of the extensive opportunities provided to develop them as a whole person working within the Jesuit vision 'for the common good and the greater glory of God'.
- Pupils spoke proudly about being 'men for others' and of the virtues that had been instilled in them during their time at the school.

The quality of provision of the Catholic Life of the school is outstanding.

- A wealth of opportunities and experiences are available throughout the college calendar for pupils to engage with and give of themselves. Examples seen during the inspection included a Year 7 retreat day based around international and community giving and support at Christmas, a Year 9 assembly exploring the true meaning of Christmas and community collections for a range of charities such as Catholic Children's Society Crisis Fund Crisis at Christmas, the Don's Local Action Group collection and the Salvation Army.
- Pupils are provided with opportunities to engage with and participate in Educate Magis. An example of this is where they listen to and make presentations to pupils from Jesuit schools and colleges around the world. The pupils were observed in active participation and interaction via an online link.
- Pupils are encouraged to find God in all things. Pupils are provided with a vast array of activities to do this as shown by the extensive extra-curricular provision which caters for all abilities and interests. In the choir rehearsal observed the Gloria was sung with resounding passion which was a moving experience to be part of.
- Day by day provision of Examen, practically brings the Jesuit ethos into the college. Staff, pupils and parents commented on the impact of Examen as a reflective pause in the middle of the day providing focus, bringing purpose to learning as well as an opportunity to reflect and consider an individual's relationship with God.



- Historical information and remembrance of past pupils is found throughout the college providing reflection and celebratory opportunities. These were seen in war memorial plaques in the chapel and museum style displays around the school.
- In the considerable number of returns received, parents comment overwhelmingly positively about the Catholic life of the college. These include, a comment from a Year 11 parent, 'The school has an outstanding Catholic ethos which underpins everything they do'. A Year 12 parent commented, 'We acknowledge that our son has made tremendous progress since joining, excelling not only in his studies but also in extra-curricular activities'. A Year 9 parent commented, 'This is an incredibly well run school'. A Year 7 parent commented 'It has been so inspiring to watch our sons' faith grow'.

How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school is outstanding.

- All staff are given the opportunity to undertake training in the Jesuit educational mission some of which includes a two-day residential with staff from other Jesuit schools. Staff expressed their appreciation of the training speaking highly regarding the quality of training and the impact the training had on their own understanding of the value of the Jesuit virtues. Staff expressed how the training promotes delivery of the curriculum across the whole school drawing the community together with a common goal.
- Catholic life embedded through the Jesuit mission is regularly evidenced in governor minutes with a Jesuit representative overseeing this aspect of governance.
- The positive impact of the Catholic life was expressed by staff across the college. One member of staff expressed 'Staff are so collaborative, everyone values each other and it comes from a place of respect.' This was echoed across the large group of staff interviewed by inspectors.
- A wide range of leadership opportunities are provided for pupils to lead and impact on the Catholic life of the school. These include but are not exhaustive to school council, Magis representatives and the Companion School Programme, organised by Jesuit Missions.
- Staff are provided with strong leadership and training to confidently present the Examen prayer, and identify Jesuit virtues through their teaching and wider learning and extra-curricular experiences.
- Staff, pupils and parents spoke highly of the support and guidance provided by the chaplain enabling them to take full advantage of the Catholic life experiences.
- The college makes extensive use of the resources and support provided by the Jesuit Institute which supports both staff training and pupil development.



RELIGIOUS EDUCATION

1

How well pupils achieve and enjoy their learning in Religious Education is outstanding.

- Outcomes at key stages 4 and 5 are well above the national average.
- Pupils benefit from a consistency of approach observed in lessons in terms of pace, challenge and differentiation leading to progress in learning.
- Pupils observed were able to discuss feedback and explain where they gained marks.
- Pupil books are well presented and there is extensive evidence of pride in their work.
- Pupils were keen to engage and discuss links between historical and current events as seen in both Year 7 lessons observed, where the Babylonian exile was compared to the Holocaust and the recent troubles in The Ukraine.
- Pupils expressed enjoyment of their religious education, in the range of lessons observed. Pupils observed, displayed positive learning behaviour which supported learning and progress.
- A-level uptake is increasing and Year 12, students, spoke highly of the new core provision and its usefulness in their education and life learning.

The quality of teaching and assessment in Religious Education is outstanding.

- All teaching observed provided Interactive feedback which enabled deep exploration of assessment and marking.
- The quality of teaching observed was consistently good across all key stages, as a result data, books and internal monitoring show pupils making sustained progress over an academic year.
- Expectations in the lessons observed are high with pupils being encouraged to exceed their targets.
- Books are consistently of high quality with evidence of regular feedback which pupils are able to use to progress.

How well leaders and governors promote, monitor and evaluate the provision for Religious Education is good.

- The Head of Religious Education has a clear vision for the department and awareness of the current local, national and diocesan expectations, leading a major review of the curriculum offer during 2019/20 ensuring progress descriptors for Religious Education underpin the work of the department.
- Strong leadership, training and support from the head of department, chaplain and headteacher enable a consistent and high-quality approach to teaching and learning.
- Governor minutes evidence observations of Religious Education, however the college would benefit from a higher focus on the provision and planning of Religious Education at governor level.



- At key stage 5 transition from faith days to core Religious Education is in progress to ensure diocesan requirements across the whole of key stage 5 for the next academic year. Currently Year 12, has the required core Religious Education lessons scheduled. Year 13 have experienced mapped faith days throughout key stage 5.
- A recent additional relationships, sex and health education (RSE) extended provision at key stage 3 has meant the 10% for Religious Education teaching put in place since the last inspection, is now statistically slightly below. The school is aware and is taking steps to address the anomaly regarding timetabled Religious Education.
- An up to date RSE policy is in place and the RSE provision is mapped against the Religious Education provision.

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COLLECTIVE WORSHIP

1

How well pupils respond to and participate in the school's Collective Worship and Prayer Life is outstanding.

- Prayer is a core aspect of college life. Pupils have opportunities to pray together each day as a tutor group or in assembly as well as undertaking a period of quiet reflection through Examen at the beginning of every afternoon. In all observations pupils engaged with dignity and respect as well as being actively engaged in leading prayer.
- Tutor groups lead and prepare an assembly once a year. In the assemblies observed pupils had prepared and researched information and were able to talk about each person's role and responsibility in the delivery of the assembly.
- A large choir comprising of pupils from all age groups performs and leads praise through music at many events throughout the year both in the college and internationally. The practice observed during the inspection, the videos available and promotions on social media show immense enjoyment from both those participating and those experiencing the highly talented and well led choir which enhances collective worship experiences.
- Pupils are encouraged to review their experiences and are provided with an opportunity to reflect on each experience. In a reflection of the most recent remembrance mass pupils in Year 10, commented, 'it made me reflect on how lucky I am', 'the homily delivered by the priest reminded me of how precious my own freedom is', the Mass made me realise people only slightly older than me were willing to die for me. It reminded me to be a man for others'.

The quality of provision for Collective Worship and Prayer Life is outstanding.

- The college make full use of the beautiful chapel which is literally at the centre and heart of the school. The chapel hosts banners for each house saint which are used in celebrations and liturgies as well as hosting war memorials for past pupils of the college.
- The college also make good use of the Sacred Heart church next door to cater for larger liturgies and celebrations.
- Online services were utilised when face to face services were not possible, about which parents commented favourably.
- Formal liturgies are calendared throughout the year, commencing with the Year 7, welcome Mass to which parents are invited, academic Masses, feast day Masses through to the Year 13 leavers Mass with students and their families. Reviews of these Masses and parent comments demonstrate a high appreciation of these experiences.
- Extensive opportunities are available for pupils to actively engage in collective worship, these include carol and Tenebrae services, Ash Wednesday services, Mass engagement and remembrance services.



- Prayer and worship beyond formal liturgies include, retreat days, meditation in the Ignation tradition, and use of prayer stations. In the Year 7 retreat observed, pupils of all faiths were able to engage and reflect on being thankful and giving praise.
- The college offers other forms of collective worship which pupils readily engage with, these include, prayer baubles, flames of remembrance, peace cranes and Advent posada.

How well leaders and governors promote, monitor and evaluate the provision for Collective Worship and Prayer Life is outstanding.

- Prayer and reflection forms part of staff briefing, Inset days as well as governors and senior leadership team meetings. In the inspector briefing all staff engaged in the school prayer and reflection time was built around lighting the Advent wreath modelling leadership in prayer.
- The chaplain meets regularly with the headteacher to review plan and discuss forthcoming liturgies. The chaplain regularly attends senior leadership meetings, attends full governing body meeting and meets with individual governors ensuring strategic planning for collective worship is a priority.
- The college trustees provide financial support for chaplaincy to ensure a wide provision of opportunities for collective worship. The Society of Jesus also support the school ensuring Jesuit priests can celebrate Mass for the school community.
- Biannual visits take place from the Jesuit provincial, this includes a report and meetings with governors.

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