

School inspection report

21 to 23 April 2026

Woldingham School

Marden Park

Woldingham

Caterham

CR3 7YA

The Independent Schools Inspectorate is appointed by the Department for Education to inspect association independent schools in England. Our inspections report on the extent to which the statutory Independent School Standards and other applicable regulatory requirements are met, collectively referred to in this report as 'the Standards'.

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Summary of inspection findings

1. Leaders effectively promote a Catholic ethos, ensuring that pupils of all faiths and none feel part of the community and have the opportunity to practice their faith. Leaders take effective action to promote pupils' wellbeing and reduce risk for instance, through the creation of the wellbeing hub. Leaders listen to the views of parents, staff and pupils to self-evaluate provision across different aspects of the school. Pupils help to shape their learning experiences in lessons and in the boarding houses.
2. Governors oversee the school effectively. They ensure that policies are implemented and that the Standards are consistently met. Policies are reviewed regularly, adapted to meet the needs of the school and shared appropriately to inform parents. However, occasionally, policies and plans, such as those for accessibility and online safety, are not updated swiftly enough to reflect developments to premises, procedures and practice.
3. Leaders are aspirational in ensuring that the curriculum is well sequenced and thoughtfully adapted to meet pupils' needs. It develops pupils' skills in a range of subjects, and there are increasing choices available to suit their interests as they progress through the school. The curriculum enables pupils to acquire a broad range of subject-specific and transferable skills, supported by cross-curricular links and enrichment opportunities.
4. Teachers enable good progress through highly effective questioning and skilful use of resources. They inspire pupils to be ambitious, encouraging them to think deeply and question ideas. Pupils frequently reflect on their work and receive detailed and individualised feedback from their teachers. Pupils refine their work based on that feedback and discuss their progress against targets with their teachers. This enables them to achieve consistently well in public examinations.
5. Staff are effectively trained to support pupils who have special educational needs and/or disabilities (SEND) with thoughtful and individualised strategies so that they make good progress.
6. Pupils who speak English as an additional language (EAL) are supported through additional lessons as needed. Consequently, they make good progress in developing vocabulary and language to use across the curriculum.
7. The personal, social, health and economic education (PSHE) curriculum and relationships and sex education (RSE) are appropriate to pupils' ages and needs. Leaders provide varied ways for pupils to learn about their emotional wellbeing and mental health so that pupils know how to self-regulate and when to ask for help.
8. Leaders are ambitious in developing pupils' social awareness and in preparing them for life beyond school. Across the school, pupils have an up-to-date awareness of relevant current affairs and economic education, are trained in first aid, and show initiative in supporting charitable causes. Careers education is well planned for pupils from Year 10 upwards, with opportunities to discuss options for higher education and work. Pupils in the sixth form have frequent opportunities to engage with staff, a wide range of industry experts and alumni to help their decision-making. However, the careers guidance for pupils in Years 7 to 9 is less effective in supporting them to make informed choices about the subjects they choose and to understand how they link to potential careers.

9. Safeguarding policies and procedures are effective. Leaders ensure that staff understand potential safeguarding risks to pupils so that they remain vigilant. Positive steps are taken to educate staff about reporting concerns about adults working in the school. Pupils have a range of ways in which they can communicate a concern and are taught how to stay safe online. Safer recruitment procedures are thorough and are reviewed effectively by governors.

The extent to which the school meets the Standards

- Standards relating to leadership and management, and governance are met.
- Standards relating to the quality of education, training and recreation are met.
- Standards relating to pupils' physical and mental health and emotional wellbeing are met.
- Standards relating to pupils' social and economic education and contribution to society are met.
- Standards relating to safeguarding are met.

Recommended next steps

Leaders should:

- strengthen the careers programme for pupils in Years 7 to 9 to better enable them to make informed choices about the subjects they choose and understand how these link to potential careers
- ensure that policies and plans are promptly updated to reflect developments and changes in provision so that parents of prospective pupils are informed.

Section 1: Leadership and management, and governance

10. Leaders promote a caring and inclusive culture for pupils, underpinned by a Catholic ethos. The Sacred Heart goals of faith, community, intellect, social awareness and personal growth are embedded throughout the curriculum to develop courage, confidence and compassion in pupils. Pupils are confident, articulate and independent.
11. The school has had changes to leadership since the previous inspection, and the leadership structure continues to evolve, with the introduction of clear roles for the provision of effective support for pupils' needs. This enables the leader with responsibility for safeguarding, the leader of provision for pupils who have SEND, the pastoral lead and the attendance officer to work together to promote pupils' wellbeing. These changes have already led to developments that have had a positive impact, such as the creation of a 'wellbeing hub'. Pupils are supported by adults whom they know they can go to if they need to talk, or if they need a quiet space they can go to regulate their emotions.
12. Leaders listen to the views of parents and take effective action in response. For example, they have increased the range of opportunities and choice in physical education (PE), increasing pupils' motivation to participate. Leaders regularly consider pupils' views in their decision-making. Pupils participate in surveys and councils, and join leaders in activities such as lesson observation walks so that their perspectives can be understood.
13. Governors provide effective oversight of the school. They are clearly recognisable by their lanyards so that they can be approached by pupils, parents and staff when they visit the school, or at school events. Governors attend meetings, review policies and read reports to assure themselves that leaders have the appropriate knowledge and skills to fulfil their responsibilities effectively. They undertake external audits and take effective actions to ensure that the Standards are consistently met. Governors review policies regularly and have begun to adapt them to improve clarity and ensure that they are easily accessible to parents and staff. However, some policies and plans, for example the online safety policy and the accessibility plan, do not reflect recent developments and changes already in practice.
14. Leaders have a comprehensive approach to risk management. They consider the risks in each area of provision, plan suitable mitigations and review them regularly. Staff are trained to complete and review risk assessments for trips and for activities on the school site so that they are detailed and effective.
15. The school maintains close links with the Diocese to support them to fulfil the necessary Catholic requirements with regard to religious studies (RS). Leaders develop positive relationships with the local authority, the police and agencies such as the British Transport Police to help safeguard pupils. Leaders make use of links with external experts to support the needs of pupils who have SEND.
16. Leaders provide clear oversight of boarding provision, and there are effective links between boarding and academic staff. Staff in boarding houses have a clear understanding of risk, and how to manage and reduce risk to promote the safety of boarders. Boarders' health and wellbeing are well supported by attentive pastoral care, with staff highly visible and accessible to pupils.
17. Leaders ensure that a suitable complaints policy is shared with parents and is implemented effectively. Complaints are logged and addressed through structured processes and appropriate

actions. There is a clear and accessible complaints procedure in place for boarders, including anonymous reporting systems, to enable them to raise any concerns that they might have.

18. All the required information, including policies and previous inspection reports, is shared with parents, primarily through the school's website. Parents receive regular reports and meet with teachers online to stay informed of their child's progress. Leaders share the required information relating to the use of funding for pupils who have an education, health and care plan (EHC plan) with the local authority. They also inform the local authority when pupils leave and join the school at non-standard times of transition.
19. Leaders take effective action to ensure that the school fulfils its responsibilities under the Equality Act 2010. The school's accessibility plan outlines how disabled pupils can participate in the school's curriculum, including by tailoring timetabling of rooms to mitigate travel across the site. Leaders provide training opportunities for staff to understand the perspectives and everyday experiences of pupils from different backgrounds. Pupils are encouraged to lead societies, or take part in 'thinking big' talks, where they discuss issues such as feminism and cultural heritage so that they are better informed about these. Leaders have created a multi-faith room, which is used by pupils from different faiths, including for prayer times during Ramadan.

The extent to which the school meets Standards relating to leadership and management, and governance

20. All the relevant Standards are met.

Section 2: Quality of education, training and recreation

21. Leaders have designed a well-planned curriculum for pupils across the school that builds on pupils' prior attainment. Across the school, pupils develop transferable skills, such as enquiry and problem-solving, through cross-curricular links and varied enrichment opportunities. In Years 7 and 8, the curriculum provides a secure foundation, developing a broad range of subject-specific skills. The curriculum has recently been adapted to include the 'Marden Diploma' for pupils in Years 7 and 8, to develop analytical and thinking skills.
22. As pupils progress through the school, there is an increasing flexibility of choice in the programmes of study on offer. Subjects available are reviewed and courses such as a GCSE in dance and A-level sociology are introduced to meet the needs and interests of pupils. Pupils in the sixth form can choose additional courses to pursue their interests, including qualifications in cookery, sports leadership, core mathematics and functional language.
23. Leaders provide a range of appropriate spaces for pupils in the sixth form to study independently, collaborate and attend or deliver small-scale lectures on academic subjects. These opportunities help pupils in the sixth form to develop independence and responsibility in preparation for their next steps in education and the workplace.
24. Pupils' creative and aesthetic skills are promoted through music, dance, drama, art, and design and technology (DT). Pupils are encouraged to develop independent thought, creativity and autonomy as they compose, design or develop their own work. Pupils acquire technological skills in DT, designing useful and sustainable products, and develop coding and computing skills in information and communication technology (ICT), to prepare them for the future.
25. In English and drama, pupils read and analyse poetry, plays and literature, identifying literary techniques. Pupils use their English language skills to write essays across a range of subjects. Teachers frequently engage pupils in dialogue, discussion and debate in lessons, including in modern foreign languages (MFL). This helps pupils to develop their linguistic, speaking and listening skills. In mathematics, pupils develop their knowledge and understanding of key mathematical concepts and apply these to increasingly complex problems. In science, pupils are encouraged to make predictions and question results in practical experiments.
26. Teachers have good subject knowledge and enthusiasm for their subjects. They typically make skilful use of resources to motivate and support pupils in lessons. Teachers make consistent use of strategies such as effective questioning to encourage deeper thinking and check pupils' understanding. They enable pupils to think before they answer, which develops pupils' confidence as well as the depth of their understanding. Positive relationships between teachers and pupils encourage pupils to ask questions, challenge ideas and offer their own points of view. As a result, pupils are highly motivated, apply effort in individual and collaborative tasks and make good progress.
27. Leaders of provision for pupils who have SEND ensure that pupils who may have a learning need are identified early. Teachers with specialist expertise disseminate strategies to staff to ensure pupils receive consistent support. Appropriate strategies, such as thoughtful seating plans, careful modelling, useful prompts and visual and practical resources enable pupils who have SEND to make good progress from their starting points.

28. Across subjects, staff provide pupils with key vocabulary, translated and explained as necessary so that pupils who speak EAL are supported effectively. One-to-one support and clinics are offered so that pupils who speak EAL make good progress.
29. Pupils with higher prior attainment are challenged through targeted questioning and the exploration of academic topics beyond the curriculum to extend their learning.
30. The school has effective assessment systems in place to monitor pupils' progress. Leaders use assessment information to identify any issues and address them by providing support for individuals, or through making changes to schemes of work to meet pupils' needs. Pupils receive regular, detailed feedback, which motivates them to reflect on their progress and refine their work. GCSE and A-level results indicate that pupils consistently achieve above national averages. Pupils are successful in gaining places at universities in the UK and abroad, in academic as well as creative subjects.
31. A wide range of clubs are available for pupils to develop interests in academic subjects or simply for recreation. Pupils join astronomy, cookery and choreography clubs or sporting activities such as archery and 'boxercise'. Boarders benefit from a varied weekend activity schedule, including trips, social events, and Sunday Mass. They have access to appropriately supervised study spaces to support their academic needs.

The extent to which the school meets Standards relating to the quality of education, training and recreation

- 32. All the relevant Standards are met.**

Section 3: Pupils' physical and mental health and emotional wellbeing

33. Leaders ensure that the aims of the school, rooted in the Sacred Heart goals, are embedded in daily life. Pupils develop spiritual and moral understanding through weekly assemblies with the chaplain, RS lessons and the compulsory RS GCSE course. Pupils of all faiths and none are welcomed to the chapel and chaplaincy centre for spiritual discussion and reflection. Leaders promote respect and appreciation for diverse beliefs and cultures, and the people who represent them. For instance, pupils from different faiths and backgrounds use a multi-faith room, including for prayer times during Ramadan.
34. The PSHE curriculum is carefully planned. Staff delivering PSHE lessons are appropriately skilled and trained to enable topics to be discussed comprehensively and sensitively. Pupils learn how to develop positive relationships, respect boundaries and develop strategies for their personal growth and self-regulation. Leaders ensure that there is a comprehensive RSE programme in place, in consultation with parents and the diocesan RSE adviser and with consideration of pupils' views. Pupils learn about consent and other suitable topics in age-appropriate ways. In the sixth form, pupils are taught about contraception and how to prevent sexually transmitted diseases.
35. The physical education (PE) curriculum is carefully sequenced to promote pupils' physical engagement and skills. In Years 7 and 8, pupils are introduced to foundation skills in traditional sports. By Year 9, there is an increased choice through a 'multi-sport' model which allows pupils to explore their personal interests. The games programme for older pupils offers them a choice of diverse activities such as yoga, racket sports, trail hiking, dance aerobics and fitness training. Staff enable pupils to engage positively and enthusiastically, develop an appreciation for physical activity and improve their self-esteem.
36. Staff in the 'wellbeing hub' support pupils' emotional and mental health needs. A number of staff are trained in coaching so they can effectively support pupils to talk about their concerns. Pupils have regular one-to-one meetings with their tutors and are supported by counsellors when required, in consultation with staff at the wellbeing hub.
37. Effective behaviour management contributes positively to pupils' development and engagement. The use of merits, commendations and group rewards reinforces positive behaviour across year groups. Prefects meet regularly with heads of year to share insights on issues that affect their year groups, including any issues around behaviour and mental health. Pupils understand that the school's approach to behaviour management promotes their safety, including the use of appropriate sanctions and the implementation of a mobile phone-free environment. When behaviour falls below expectations, it is dealt with effectively.
38. The school has a suitable anti-bullying policy which is implemented effectively. Workshops held during anti-bullying week develop an awareness of the teenage brain and emotional development, which helps pupils to contextualise and understand different forms of behaviour and bullying. Logs of incidents are kept securely, and appropriate actions are taken.
39. Arrangements for health and safety are rigorous. There is a planned maintenance programme in place which helps co-ordinate ongoing repair and renewal as required so that the buildings and grounds are consistently well maintained. Fire safety and emergency procedures are well

established, with regular fire drills, including at different times in the boarding houses. Leaders ensure that there are suitable arrangements for first aid, including for sports activities and trips, to care for pupils on and off site. These arrangements include medical facilities staffed by nurses and twice-weekly visits from a doctor.

40. Provision for boarding includes suitable facilities and comfortable spaces with visible supervision and clear community expectations. This enables boarders to develop warm and positive relationships with each other. Mechanisms, such as suggestion boxes, food councils and regular meetings, ensure that boarders have the opportunity to shape their boarding experience. The school provides nutritious meals, offers choice and caters for dietary requirements for boarders and day pupils alike.
41. Leaders ensure that pupils are appropriately supervised at breaktimes and lunchtimes. In the boarding houses, supervision is continual, with clear duty rotas for staff and overnight systems that allow boarders to communicate easily with staff when needed. Sign-in procedures and tracking systems enable staff to be aware of boarders' whereabouts on and off site.
42. Admission and attendance registers are maintained in line with current statutory guidance. Leaders have appointed a senior attendance champion and have increased communication with pupils and parents about the importance of attendance and punctuality. The 'wellbeing hub' offers suitable support for pupils who are struggling to attend school or who are late. These strategies have had a positive impact on pupils' attendance.
43. Leaders provide a leadership programme for pupils in Year 9 and above to promote pupils' self-confidence and self-esteem and develop their communication, leadership and coaching skills. Year 10 pupils adopt the role of 'big sisters' to support younger pupils, which promotes a sense of responsibility, mentorship skills and social development. Pupils in the sixth form choose to take an externally credited leadership programme to prepare them for their next steps. They effectively lead clubs and activities in different areas of provision, with the support of adults. In the boarding houses, prefects and house committees provide meaningful opportunities for pupils to develop organisational, communication and decision-making skills.

The extent to which the school meets Standards relating to pupils' physical and mental health and emotional wellbeing

44. All the relevant Standards are met.

Section 4: Pupils' social and economic education and contribution to society

45. Leaders promote British values across the curriculum. For example, in English, carefully selected texts and discussion topics encourage pupils to engage critically with themes such as justice, women's rights, diversity and individual liberty, promoting informed and reflective perspectives on society. Pupils are given opportunities to deliver assemblies, discussing role models who are neurodivergent and sharing their own lived experiences. This promotes understanding, mutual respect and tolerance and celebrates diversity.
46. Pupils are taught about what is right and wrong and link this to the Sacred Heart values. Each year group has a day of reflection, with workshops on social awareness related to the values of the Gospel and the notion of the dignity of a human person. Pupils discuss legal and moral issues, such as those relating to marriage and civil partnerships. They learn about the legal age to vote and the law around consent in the UK. They explore how the rule of law is enforced in the UK, including through a talk by a police commissioner.
47. Pupils participate enthusiastically in regular current affairs quizzes. They learn about the role of the Houses of Parliament from a local MP. Pupils who study politics discuss the progress made to modernise Parliament. Pupils in the sixth form take part in a survey to help them determine where they are on the political spectrum, which helps them to understand the political parties in Britain. In A-level Spanish, pupils develop fluency in debating the pros and cons of colonialism. Pupils in the sixth form learn how the government responds to national emergencies from a government official who works in the Cabinet Office Briefing Rooms (COBR). Pupils who study A-level politics conduct debates for younger pupils which include an exploration of different laws. During lunchtimes on Fridays, pupils choose to attend or lead 'thinking big' debate issues such as free speech, mathematics of music and icons of feminism. Pupils are confident to challenge each other and express and defend their own views with respect for others, developing balanced views and opinions. Leaders and staff ensure that any discussions about political themes or content are conducted and presented in an unbiased and impartial manner.
48. Pupils across the school learn about career options through suitable online platforms. Pupils in Year 10 and above receive careers guidance from a wide range of provision, including workshops, networking breakfasts and personalised guidance. Pupils in the sixth form, in particular, receive structured and individualised support for university applications. Leaders promote equality of opportunity by providing access to diverse role models in different sectors. Pupils in the sixth form are taught how to create their profile on professional social networks. Younger pupils begin to receive guidance about future careers and goals but have fewer opportunities to explore how the subjects they might choose can link to future pathways so that they can make informed choices.
49. Leaders provide a range of opportunities for pupils to develop their economic understanding. Younger pupils plan a holiday with a set budget which helps them understand the value of money. There are opportunities for pupils across the school to take part in activities organised by those studying A-level economics, including an investment challenge and reading books linked to economics. Through current affairs quizzes, pupils learn about economic considerations such as the national minimum wage and inflation. In geography, pupils develop economic awareness through exploring the concept of fair trade and complete tasks involving budgeting and financial decision-making. Older pupils are taught about the risks involved in investing in cryptocurrency. In economics

lessons, pupils learn about how the government collects revenue from consumers and producers. Pupils in the sixth form learn about finances such as credit and debit cards, student loans and mortgages to prepare them for life beyond school.

50. Pupils across the school are taught skills to stay safe as pedestrians and cyclists. They listen to talks by the British Transport Police about how to stay safe when they travel on public transport. They learn how to respond if they see someone who is choking or who becomes unconscious, and how to perform cardiac pulmonary resuscitation (CPR) and use EpiPens. These courses build pupils' social awareness and develop their confidence to perform simple first aid. Pupils in the sixth form have discussions about how to stay safe when learning to drive or make sensible choices about whether or not to get into a car. They learn practical skills such as how to change oil and tyres, which helps to promote self-confidence.
51. Boarders have the opportunity to develop independence and life skills through cooking and managing their own laundry. Weekend arrangements, including travel to nearby towns and cities, with parental consent, further enrich boarders' experiences and skills.
52. Through the leadership programme, older pupils are encouraged to run clubs and societies with appropriate adult supervision. They give talks on topics of interest, organise investment clubs and hold political debates for younger pupils.
53. Pupils support the local community through activities such as collecting food and volunteering at the local foodbank. The whole school takes part in a fundraising walk to raise money for the Cardinal Hume Centre, an organisation in London that supports people experiencing poverty. Pupils in each house develop initiative in supporting their own charity. They research, vote and organise fundraising activities to support charities including The Children's Trust, demonstrating an understanding of their role in social contribution.

The extent to which the school meets Standards relating to pupils' social and economic education and contribution to society

- 54. All the relevant Standards are met.**

Safeguarding

55. The school's safeguarding arrangements are effective. Leaders with designated safeguarding responsibilities ensure that they have the necessary knowledge and skills to fulfil their roles. In addition to the required training, they attend training delivered by the local authority so that they are aware of contextual risks to pupils. They attend forums and network with similar schools to help ensure that they maintain an up-to-date awareness of any changes to statutory guidance.
56. Leaders with designated safeguarding responsibilities liaise with appropriate children's services across relevant local authorities and the police, to seek advice or make referrals. They work closely with parents and families to promote pupils' wellbeing. Logs of safeguarding concerns are detailed, kept chronologically and followed up regularly with appropriate actions. Reviews of incidents and actions are carefully considered to strengthen safeguarding arrangements.
57. Governors have appropriate safeguarding training and oversee safeguarding arrangements effectively. They ensure the effective implementation of the school's safeguarding policy by visiting the school, meeting with leaders and scrutinising their reports.
58. The safeguarding team ensures that all staff complete online induction training before they join the school, including about the 'Prevent' duty which relates to risks of radicalisation and extremism. This is followed by in-person training. In addition to annual training at the school, the safeguarding team provides regular training at staff briefings. As a result, staff are aware of the school's procedures and updates to statutory guidance. Staff are well trained in how to be vigilant and when and how to report concerns about pupils. Staff are aware of clear lines of communication and policies have been simplified to enable them to follow the correct procedures. Boarding staff implement consistently rigorous safeguarding procedures across all boarding houses, supported by clear oversight from senior leaders.
59. Leaders take steps to continuously improve the safeguarding culture at the school. Staff are trained, including through an external speaker, in how and when to report concerns about other adults that work in the school. They understand the need and purpose of doing so. Records of such concerns are kept securely and are followed up appropriately and scrutinised for any patterns. Posters displayed in key areas inform staff about the need to report concerns along with quick response (QR) codes so that staff are encouraged to act when necessary.
60. The safeguarding team ensures that pupils have a variety of ways in which they can report a concern. Posters around the school inform pupils to whom they can report any concern. There are structured opportunities for dialogue with trusted staff such as tutors and house staff. Pupils can also seek help from staff in the 'wellbeing hub'. Boarders have access to an independent person, and posters share information about appropriate children's services such as Childline. Pupils can report concerns anonymously if they wish through an online reporting system, which staff respond to sensitively.
61. The school has effective internet filtering and monitoring systems in place which are tested and reviewed regularly. Alerts are managed sensitively and swiftly by staff who manage the school's internet system, as well as by the leader with designated safeguarding responsibility and relevant boarding staff. Sites that can be used for learning are carefully reviewed by the safeguarding team before access is granted.

62. Pupils are taught how to stay safe online in PSHE and ICT lessons. They learn about how the law relates to posting images on social media to respect and protect privacy. Pupils are taught how to recognise deep fakes, scams and phishing emails. They are aware of how they can report a concern and the importance of seeking help when needed.
63. The school's safer recruitment procedures are rigorous. Pre-employment checks made on staff before they join the school are stringent and recorded accurately on the single central record of appointments (SCR). The SCR is reviewed regularly to ensure that it is accurate. Senior leaders and managers are trained in safer recruitment so that they can ask relevant questions at interviews.

The extent to which the school meets Standards relating to safeguarding

- 64. All the relevant Standards are met.**

School details

School	Woldingham School
Department for Education number	936/6111
Registered charity number	1125376
Address	Woldingham School Marden Park Woldingham Caterham Surrey CR3 7YA
Phone number	01883 349431
Email address	info@woldinghamschool.co.uk
Website	www.woldinghamschool.co.uk
Proprietor	Directors of Woldingham School
Chair	Miss Catharine Berwick
Headteacher	Mrs Susan Baillie
Age range	10 to 19
Number of pupils	527
Number of boarding pupils	243
Date of previous inspection	25 to 26 January 2023

Information about the school

65. Woldingham school is an independent day and boarding school for female pupils. The school has a Catholic foundation and is part of the international network of Sacred Heart schools. The school comprises senior and sixth-form sections. It is a charitable trust and is overseen by a board of governors. The current headteacher took up her post in September 2024 and the current chair of governors took up her appointment in July 2023.
66. Boarders are accommodated in six boarding houses situated on the main site, providing full, weekly and flexi-boarding.
67. The school has identified 173 pupils as having special educational needs and/or disabilities. A small number of pupils in the school have an education, health and care plan.
68. The school has identified English as an additional language for 66 pupils.
69. The school states its aims are to enable pupils to grow into courageous, confident, compassionate and independent women who will make a positive contribution to the world through the Sacred Heart goals of intellect, community, faith, social awareness and personal growth.

Inspection details

Inspection dates

21 to 23 April 2026

70. A team of seven inspectors visited the school for two and a half days.

71. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods and assemblies
- observation of a sample of extra-curricular activities that occurred during the inspection
- discussions with the chair and other governors
- discussions with the headteacher, school leaders, managers and other members of staff
- discussions with pupils
- visits to the learning support area and facilities for physical education
- visits to boarding houses accompanied by pupils and staff
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

72. The inspection team considered the views of pupils, members of staff and parents who responded to ISI's pre-inspection surveys.

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**.

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For more information, please visit isi.net