

School inspection report

3 to 5 March 2026

Wellington School

South Street

Wellington

TA21 8NT

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. Governors and leaders attach the highest priority to the promotion of pupils' wellbeing. The effective communication links at the centre of the school's culture mean that academic and pastoral staff, the medical team and support staff collaborate closely. They ensure that pupils are well known as individuals and that their wellbeing is secured.
2. Governors are well informed about all areas of school life. They check that leaders fulfil their responsibilities to meet the Standards, including the National Minimum Standards for boarding schools.
3. The curriculum meets pupils' needs and interests. The early years curriculum is ambitious, carefully planned and suitably aligned with the early learning goals, including early reading and mathematics. A well-considered adapted curriculum supports international boarders in preparing for sixth-form study.
4. Leaders ensure that teachers plan lessons well. Teachers understand the aptitudes of individual pupils and adapt tasks as necessary to enable all pupils to achieve.
5. Teachers evaluate pupils' work regularly and thoroughly. They provide pupils with instructive feedback to improve their knowledge and skills.
6. Leaders ensure that pupils benefit from a wide range of co-curricular opportunities. Pupils participate positively in academic societies and creative activities, as well as in team and individual sports. In games activities, staff encourage pupils' competitive participation and empathy towards others, promoting teamwork, sportsmanship and mutual support.
7. Leaders and staff model the school's values of equality, kindness, inclusivity, community and empathy in assemblies, in chapel and in lessons across the curriculum.
8. Teachers ensure that the learning environment in the early years is calm and purposeful. Relationships between adults and children are notably positive. These are characterised by warmth and authenticity. Children are confident to explore, ask questions and to move between spaces freely.
9. In boarding, leaders have established a welcoming culture in which policies are clear and implemented effectively so that boarders feel supported and comfortable.
10. The effective personal, social, health and economic education (PSHE) curriculum provides rich opportunities for pupils to discuss different scenarios to develop their understanding of social responsibility. The curriculum encourages mutual trust and respect for others and their individual identities.
11. Subject leaders ensure that the relationships and sex education (RSE) programme is thoughtfully planned and relevant. Pupils are consulted about aspects of what is covered in lessons. Teachers provide reflection opportunities at the end of topics to hear their ideas for future learning.

12. Overall, pupils behave well throughout the school. However, in the senior school the expectations of the revised behaviour policy are not applied consistently, so there are occasional instances of less constructive behaviour.
13. Leaders are creative in thinking of ways in which to give pupils opportunities to engage in the community. Prep school pupils, for example, are involved in an intergenerational dementia awareness project, which links schools with care homes. This aims to dispel the fear and stigma which can be associated with dementia.
14. Senior staff ensure that pupils' views are heard. They solicit and respond to pupils' feedback through house meetings and the student council. The process results in discernible changes to school operations, for example, modifications to the uniform policy and amendments to school menus.
15. The arrangements for safeguarding promote pupils' wellbeing effectively. Members of the safeguarding team know the pupils very well. Consequently, they are skilful in anticipating safeguarding needs. They maintain effective links with external support services, including the local authority early help service.
16. Safeguarding records are well maintained. Detailed timelines are clear. Records show prompt responses to any concerns raised. Records are managed with suitable confidentiality and in line with statutory guidance.

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:

- further embed changes to the behaviour policy, so that staff routinely apply the high expectations to secure consistently good behaviour in the senior school.

Section 1: Leadership and management, and governance

17. Leaders use their skills and knowledge appropriately to undertake effective self-evaluation so that the school continues to improve. In the school's well-established reflective culture, leaders at all levels, together with staff and pupils, regularly review their part in ongoing improvements. Leaders' reviews involve a wide-ranging, consultative process, with targets identified in line with the school's aims. They use surveys appropriately as an aid to understand any concerns that pupils and parents may have.
18. In the prep and senior schools, leaders' effective oversight ensures that the Standards are met consistently, including the National Minimum Standards for boarding schools. This oversight includes, for example, routine checks on the quality of teaching and learning. Leaders also complete regular curriculum reviews and analysis of pupils' participation in the school's activities programme. In their promotion of pupils' wellbeing, leaders celebrate success widely. They take account of pupils' performance in roles such as prefects, as reading leaders and house captains, as well as considering their academic progress.
19. In the early years, leaders have established a culture which builds children's independence, resilience, perseverance and understanding of the natural environment. This includes through structured opportunities for outdoor exploration, practical problem-solving and first-hand learning.
20. Governors have the experience to maintain effective oversight of leaders' work. Alongside monthly meetings, they visit the school regularly, talking to staff and pupils, visiting boarding houses and observing lessons. As a result, they are well informed to monitor and challenge leaders' work towards meeting the Standards.
21. The school's suitable accessibility plan underpins the clear processes in place for pupils who have special educational needs and/or disabilities (SEND). Leaders check that there is consistency in support across departments. They ensure that strategies and interventions are implemented as detailed in pupils' individual education plans (IEPs) and in pupils' learning 'passports'. Leaders have appropriate strategies, such as in changing classrooms, if needed to support a pupil with a physical disability. They pay close attention to ensure that the school meets the requirements of the Equality Act 2010.
22. Leaders work openly and constructively with external agencies including children's services and the police. They ensure that the local authority is informed if a pupil leaves or joins the school at a non-standard transition point. The school meets its obligation to send an annual report to the local authority for any pupil with an education, health and care plan (EHC plan).
23. Leaders ensure that boarding staff understand their roles well. Boarding houses are managed effectively with clear routines in place so that the pupils feel secure and at home. Boarding staff provide key documents in several languages to support international boarders.
24. The core values and key aims of the school are fully embedded and well known to pupils, staff and parents. Leaders' vision for the school's future is centred around its four key principles: 'leading together, embracing complexity, sparking connections and acting today'. These are communicated effectively to pupils, staff and parents and are shared on the website. The principles are referred to naturally across the school in lessons, during wider activities and when pupils' views are sought in the school council and other meetings.

25. Effective assessment and mitigation of any potential risks are in place for in-school activities, for the school site and for visits beyond school. Leaders have the skills to mitigate risks that are less easily spotted and any that might be linked to the local situation. Risk assessments are drawn up for pupils with particular vulnerabilities. Leaders ensure that staff receive regular risk assessment training and that appropriate action is taken when a risk is identified. Governors maintain a wide-ranging risk register. They regularly review the school's response to risk at a strategic level.
26. Leaders manage the school's suite of policies effectively, reviewing and updating them with appropriate frequency. They make available the required policies and all necessary information on the school's website.
27. A suitable complaints policy is in place. Leaders record all complaints, including those settled informally. The policy is implemented effectively, with trends monitored, including those which relate to boarding. Governors oversee the complaints process rigorously to identify any required further action.

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

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

Section 2: Quality of education, training and recreation

29. Leaders provide a broad curriculum, with emphasis on cross-curricular links, in keeping with the school's core principle of making connections. The prep school's residential trip to Jersey, for example, links to the World War II history topic and the Year 6 class reading texts. The curriculum includes courses in digital literacy, including AI and AI ethics, and project lessons. In these, Year 7 pupils can make their own connections between subjects as they explore topics such as entrepreneurship.
30. Teachers have suitable subject knowledge. They share their interest in their subjects well. As a result, pupils are motivated to learn. In English lessons, teachers manage discussions effectively so that pupils express themselves confidently, listening to each other with sensitivity and respect. Pupils' learning is complemented by literary study where teachers provide opportunities to develop skills of empathy when discussing characters from the text they read. Teachers' receptiveness to questions means that pupils in the prep school acquire effective linguistic and communication skills. As a result, pupils articulate their ideas and views with confidence, using their well-developed vocabularies.
31. In mathematics, collaborative problem-solving, taught daily, fosters resilience and positive attitudes to learning. Teachers provide structured and targeted support. This includes pre-teaching material to ensure that pupils working below expectations are supported in ways which reduce anxiety and build confidence. Pupils working towards GCSEs also have several pathways to choose from, including foundation level IGCSE to level 2 and 3 qualifications in additional mathematics.
32. Pupils achieve well in science and technological subjects. Teachers ensure that pupils consider real-world applications of their learning. In computing, for example, teachers guide pupils in readiness for future developments including the growth of artificial intelligence (AI). In the humanities, teachers prompt pupils' progress through effective questioning. Clear and well-planned lesson sequences help pupils to hone their examination technique. Pupils make good progress in languages and creative subjects. Teachers use modelling effectively as they encourage pupils to share their ideas.
33. Appropriate schemes of work and plans are in place for pupils who have SEND. Teachers follow the guidance in pupils' learning 'passports' or in their learner profiles that pupils and their parents are involved in writing. These live documents are updated regularly and easily accessible to all staff. Specialist staff work closely with pupils' teachers and teaching assistants to identify appropriate strategies, such as modifying resources to reduce visual stress, or scribing.
34. Pupils who speak English as an additional language (EAL) have their spoken and written skills assessed when they join the school. They make good progress and follow effective strategies to support their spoken English in lessons and during all activities. Teachers of EAL conduct learning walks and listen to pupils' views. The provision is flexible with teachers adapting the support to meet individual needs.
35. The early years curriculum focuses on themes that are responsive to children's interests. It ensures comprehensive coverage all required areas of learning, including in early reading and mathematics. The outdoor learning environment provides children in the early years with regular opportunities for

experiential outdoor learning in a range of activities encouraging exploration, creativity and practical problem-solving.

36. In the prep school, teachers respond to individual needs such as when pupils write their own questions linked to the topic they are learning. Year 5 and Year 6 prep pupils benefit from accessing the well-resourced science labs in the senior school. Pupils engage well with their learning, working effectively on their own or in small groups.
37. In the prep school, leaders ensure that there is a well-developed and thorough system of regular assessments. The system tracks and monitors pupils' progress to Year 6, starting with baseline assessments when pupils are in the Nursery and Reception classes. Leaders communicate assessment results appropriately so that pupils know how well they are doing.
38. The wide-ranging co-curricular and recreational provision offers both physical activity and opportunities supporting social connection. These include wellbeing walks and quieter clubs such as those for crochet or understanding evolution. Pupils of all ages participate in drama and music, acquiring qualifications in both areas. They build new skills, developing their self-confidence and self-esteem as they enjoy success.
39. Boarding pupils have a varied range of appropriate activities available to them, both after school and at weekends. In addition to trips beyond school, pupils also benefit from more modest recreation activities they can partake in together, for instance playing games in their common room.

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

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

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

41. Leaders routinely promote participation and respect for individual differences. Discrimination is not tolerated. Assemblies, pastoral guidance and meaningful conversations in a range of contexts, from PSHE lessons to house meetings, lead to a truly inclusive community. Pupils are genuinely respectful towards each other and feel safe. Children in the early years understand the importance of listening to others' ideas and taking turns when working together. Leaders in the prep school ensure that this inclusive culture is established early. They emphasise the importance of inclusive experiences as pupils move to the senior school.
42. Pupils build their understanding of the non-material aspects of life. They learn about a range of world religions and different spiritual perspectives, festivals and practices. This includes in religious education (RE) lessons and by attendance at chapel. Teachers create opportunities for pupils to speak to their peers about their own cultures and religions. As a result, pupils are knowledgeable and respectful towards others from different backgrounds.
43. Pupils display high levels of self-esteem and self-confidence owing to the detailed understanding and effective care shown by staff towards pupils' individual needs. Senior staff promote the regular celebration of pupils' achievements in assemblies, through wall displays and in newsletters.
44. In PSHE lessons, pupils consider important information about key routines such as sleep habits. Teachers encourage them to reflect on their own behaviours to promote improved physical and mental health. The programme is frequently reviewed. Teachers use plenary stickers effectively to summarise the learning from a lesson and to provide a starting point for next week's class. They address relationships, body image, bullying and online issues, in an age-appropriate way. This includes through information gathered from pupil questionnaires.
45. Leaders ensure that pupils' physical development is supported by extensive opportunities to participate in sporting activities, after-school clubs and inter-school fixtures. From learning to balance and ride a bicycle in the prep school, to pupils competing at the highest levels in a wide range of sports, teachers provide tailored support, nurturing excellence while also promoting inclusion.
46. Pupils learn about healthy eating in lessons on physical health. The school provides a wide choice of nutritious meals, including to meet the needs of individuals with special dietary requirements.
47. Parents are consulted on the curriculum content for relationships and sex education (RSE). Pupils develop age-appropriate understanding of consent and sexual health. They know to question misinformation about related matters. Staff support international pupils who join the school in the senior year groups to ensure that language barriers do not compromise their understanding.
48. The updated behaviour policy is largely effective, but it is not yet fully embedded. Occasionally, staff are not sufficiently rigorous in implementing the policy to promote consistently good behaviour. Leaders have established clear expectations on issues such as banter, bullying, vaping and alcohol. Behaviour management procedures are supported by regular meetings, detailed analysis of behaviour-related information and reports to governors. These allow leaders to identify patterns and respond to any emerging concerns.

49. The school's anti-bullying strategy is effective. Bullying is rare. Leaders ensure that any cases of bullying are dealt with effectively and that suitable support is in place following an incident.
50. The school's management team ensure that the site is well maintained and meets health and safety requirements. They check that arrangements are appropriate to needs across the age range from the Nursery to Year 13, as well as for day and boarding pupils. There are suitable protocols for fire safety and security. Frequent checks are carried out and recorded. A log of near misses is kept to guide future procedures. Any maintenance needs are responded to promptly.
51. Boarding houses are well maintained and comfortable, with a good range of relaxation and study spaces for pupils to use in their free time. Boarding staff ensure that pupils are aware of the external support systems available. There is appropriate signage in place so that pupils have no doubt about where to go and who they should speak to. House routines are well established. Boarding staff help new pupils to settle quickly and to feel comfortable in the boarding environment.
52. Senior staff ensure that all pupils are properly supervised through the appropriate deployment of staff on site and on visits beyond school. Pupils' physical and emotional wellbeing is supported effectively during play- and breaktimes.
53. Leaders ensure that attendance and admission registers are maintained as required by statutory guidance. The school's attendance champions monitor attendance carefully. They maintain open lines of communication with parents to support good levels of attendance.
54. First aid and medical provision are appropriate. If pupils feel unwell, there are effective mechanisms available for them to get help. Pupils know how to access help. They are comfortable doing so. Medical centre staff and boarding leaders work effectively with external services, such as child and adolescent mental health services (CAMHS), when needed to support pupils' health and wellbeing.

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

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

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

56. Leaders have shaped a curriculum to promote awareness of, and respect for, fundamental British values. Teachers' presentations in assemblies and lessons in the PSHE programme develop this understanding. Pupils see the values in action. In the prep school, for example, pupils are introduced to making democratic decisions when voting for prefects and house captains. In Nursery, children vote for which book should be read to them at story time. Pupils also come to understand when these values are compromised, such as in work for history on Germany between the wars. Teachers ensure that pupils are not exposed to political bias.
57. The school's values of kindness, equality, empathy, inclusivity and community are well embedded into the daily life of the school through presentations in assemblies, in PSHE and through modelling by staff.
58. Pupils develop their understanding of the law through the curriculum. Older pupils, for example, discuss personal responsibilities in terms of the Equality Act in the 'Future Steps' programme and build their understanding of employment law.
59. Leaders prepare pupils for life beyond school through the well-planned links between curriculum content and the wider world, including cross-curricular themes such as the ethics of AI. Pupils gain valuable insights through time spent on community service projects. The co-curricular programme further supports social development through encouraging broad participation and facilitating shared experiences. This includes service-style opportunities, such as a large Combined Cadet Force (CCF) and whole-school events, such as night games.
60. Pupils' economic education is embedded across the curriculum. Children in the early years learn to understand buying and selling, building a first understanding of money. Pupils in the sixth form develop their understanding of real-world scenarios including student loans, in part through visits from an external speaker. The entrepreneurial club helps pupils to develop their business acumen. Presentations on financial careers, such as wealth management, enhance their understanding of where this may lead.
61. Leaders develop pupils' appreciation of making a charitable contribution. Pupils vote to choose which local and national charities to support. In the senior school, for example, they recently chose a cancer charity and one that supports mental health. Pupils visit a local care home to support residents. Leaders have facilitated a longer-term relationship with a school in Uganda. Pupils visit the school and regularly meet Ugandan pupils online. Through these activities, they gain an insight into how charitable support works and the links with sustainability.
62. The school reflects an inclusive and diverse environment where different languages and backgrounds are celebrated. Themed catering celebrates the food of countries represented by boarders. Leaders place emphasis on tolerance and pupils working through any disagreements themselves.
63. The school's student leadership programme is well developed and inclusive. Leaders ensure that it is accessible to pupils who have SEND and those who speak EAL. Pupils reviewed the school's mobile phone policy as part of the rigorous selection process involved. Applying for roles provides pupils

with valuable experience for life beyond school, such as completing application forms, being interviewed, networking at events and making presentations.

64. Leaders in the early years actively promote awareness of the local and wider community. Children engage with themed activities reflecting local industry, including the farming community. They benefit from participation in whole-school initiatives such as a careers day.
65. Leaders facilitate opportunities for pupils in the senior school to consider their next steps. They provide a range of age-appropriate information on careers for pupils in an extensive and ambitious sequence of learning opportunities. This enables pupils to explore future options, including opportunities for one-to-one discussions that help them to make informed decisions about their future. Structured, personalised guidance supports a broad range of pathways, with destinations including conservatoires and apprenticeships.
66. Boarding staff promote a friendly and welcoming culture in the school's international boarding community. Pupils are respectful of others from different backgrounds. They mix easily owing to well-judged routines and activities, as well as the thoughtful guidance from boarding staff. Pupils in the boarding house socialise across year groups and boarding houses naturally.

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

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

Safeguarding

68. Leaders have established a robust culture of safeguarding across the school. Staff understand that safeguarding is everyone's responsibility. Training is effective in securing prompt staff responses to concerns. Concerns are shared quickly and staff act appropriately in response.
69. The governor with responsibility for safeguarding exercises effective oversight of safeguarding processes in the school. She visits frequently to audit procedures, including the single central record of pre-appointment checks (SCR), and to talk with staff and pupils. The governor has relevant experience to provide appropriate advice should an issue arise.
70. The safeguarding team has a suitable understanding of contextual factors for safeguarding associated with the school's setting and the changing situation beyond school.
71. The clear and appropriate safeguarding policy is implemented effectively. It records definitions of abuse suitably and is revised in response to statutory guidance.
72. Leaders ensure that pupils know reporting routes. A regular wellbeing survey enhances staff awareness of any issues in the school. In this survey, pupils confidently name their trusted adults, including the independent person for boarding who comes into school to meet boarders.
73. Leaders ensure that pupils understand how to stay safe online. They are taught how to manage their social media presence through lessons in the PSHE programme, in computing, and on the new digital literacy course. The school's arrangements for internet filtering and monitoring are rigorous and subject to frequent testing. Leaders receive alerts should anyone attempt to access inappropriate material online, including during holiday time.
74. Boarding staff understand the specific vulnerabilities of boarders. Boarders feel safe. They are appropriately supervised and cared for. Careful checks are made by leaders before and after holidays to ensure that guardianship arrangements are suitable.
75. The school's management of low-level concerns is effective. Detailed records are kept and suitable follow up actions taken, for example, through further training. Staff understand when self-referral is appropriate.
76. Safeguarding leaders work effectively with external agencies. They understand referral thresholds. Leaders work constructively with the local authority designated officers, seeking and acting on advice as needed and attending training.
77. Records are well kept. The leader with designated safeguarding responsibilities analyses safeguarding records in detail, noting any patterns or changes and how concerns relate to defined groups of pupils. The analysis includes consideration of gender, day or boarding status and SEND vulnerabilities.
78. Attendance is monitored closely for any safeguarding concerns by those with safeguarding responsibilities and the head of the school. Leaders are rigorous in notifying the local authority should there be an extended absence.

79. Leaders operate safer recruitment procedures effectively. Staff with appropriate training are involved in every appointment. All necessary checks are undertaken and recorded on the SCR, which is well maintained.

The extent to which the school meets Standards relating to safeguarding

80. All the relevant Standards are met.

School details

School	Wellington School
Department for Education number	933/6178
Registered charity number	1161447
Address	Wellington School South Street Wellington Somerset TA21 8NT
Phone number	01823 668800
Email address	enquiries@wellington-school.org.uk
Website	www.wellington-school.org.uk
Proprietor	Wellington School Trust
Chair	Ms Anna Govey
Headteacher	Dr Alex Battison
Age range	2 to 20
Number of pupils	778
Number of boarding pupils	103
Date of previous inspection	21 to 23 March 2023

Information about the school

81. Wellington School is a co-educational day and boarding school in the centre of Wellington in Somerset. Since the last inspection a new head has been appointed. He took up his post in September 2024.
82. There are three boarding houses, all on the main school site: two for male pupils and one for female pupils.
83. There are 31 children in the early years in one Nursery class and one Reception class.
84. The school has identified 192 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.
85. The school has identified English as an additional language for 91 pupils.
86. The school states its aims are to give its pupils all they need not just to be ready for the future but to create it. This centres around the school's four key principles: embracing complexity, sparking connections, leading together and acting today.

Inspection details

Inspection dates

3 to 5 March 2026

87. A team of 8 inspectors visited the school for two and a half days.

88. 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.

89. 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