

# Inspection of Norwegian School in London

28 Arterberry Road, Wimbledon, London SW20 8AH

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Inspection dates: 22 to 24 November 2022

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## **Overall effectiveness**

**Good**

The quality of education

**Good**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Good**

Overall effectiveness at previous inspection

Good

Does the school meet the independent school standards?

**Yes**

## **What is it like to attend this school?**

Pupils appreciate the kind, respectful and harmonious atmosphere in this school. They know that they can be themselves. Pupils feel safe and leaders ensure that they are kept safe. Bullying is very rare, but pupils know that any concerns are addressed swiftly by staff. Pupils are helped to create positive and healthy friendships. They actively support each other, for example by talking to and including anyone sitting on the 'friend' bench. Pupils' behaviour and attitudes are excellent.

In most subjects, leaders have designed an ambitious curriculum that has pupils' character development at its core. Pupils achieve successfully and are well prepared for the next stage of their education, employment or training. They are also supported to develop into citizens who can make a positive contribution to society.

Pupils play a full and active part in wider school life. Members of the school council help to mould the experiences of their peers. For example, they devise the rules for outside play. Pupils are supported to learn about and understand other cultures. For example, they send books to and talk with children who attend a school in Ghana. Pupils value and appreciate the very wide range of experiences provided for them.

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

Leaders have designed an ambitious programme of study that follows the Norwegian curriculum. All pupils study a broad range of subjects. In most subjects, the curriculum is well designed. It builds sequentially on the knowledge that pupils have learned previously. For example, in mathematics, pupils select appropriate methods to solve equations because they have a secure understanding of algebra. Similarly, in physical education, they draw successfully on their previous learning to identify specific techniques to help them improve their running.

Through a well-planned early reading programme, pupils learn to read with precision in both Norwegian and English. Appropriate support is provided for weaker readers. This ensures that these pupils develop greater accuracy and confidence. Teachers use appropriate texts that are well matched to pupils' stage of learning to read. This helps pupils to develop their confidence in reading English.

Leaders have designed a curriculum which helps pupils learn to speak, read and write English fluently. Pupils study a wide range of texts in English. Pupils who need support are provided with well-chosen resources. For example, when older pupils study 'A Tale of Two Cities', teachers provide different versions of the text, depending on pupils' acquisition of English. This ensures that pupils are able to understand the novel and can all contribute to discussions about key themes and concepts such as 'revolution'.

In a few subjects, the curriculum is not as carefully considered. In these areas, leaders have not explicitly identified the important ideas that they expect pupils to learn and remember. This means that pupils' understanding in these subjects is not developing as securely.

While many teachers check pupils' understanding of what they have learned, this is not consistent. As a result, errors and misconceptions are sometimes not identified and corrected. This means that misunderstandings can persist in pupils' work.

Clear systems are in place to identify pupils with special educational needs and/or disabilities (SEND). Teachers understand how to support these pupils. For example, they make appropriate adaptations to activities and provide pupils with extra help when required. This ensures that these pupils access the same curriculum as their peers.

Provision for pupils' personal, social and health education (PSHE) is very well considered by leaders and staff. This includes learning about relationships and sex education (RSE). Pupils are helped to understand important themes such as those related to bullying, friendships and different types of families. Leaders ensure that the statutory guidance for RSE is followed.

Pupils take part in an extensive range of activities and visits designed to supplement the curriculum. This includes overnight stays at London museums and visits to different cities, including Paris. Leaders actively support and encourage pupils to develop their personal talents and interests.

Older pupils receive helpful careers advice and guidance. They are well supported in considering the options available to them. This helps to ensure that pupils are well prepared for the next stage of education, employment or training.

Leaders encourage pupils to adopt a reflective approach with behaviour. This was seen in how positively pupils spoke about behaviour and their friendships. They are respectful to one another. Pupils from different age groups play well together. This creates a harmonious and caring atmosphere, both in lessons and at other times during the school day. Pupils show excellent attitudes to learning across the school. In physical education, the curriculum has been designed to support pupils to develop their communication and cooperation skills, for example as part of team games. Pupils display very positive behaviours and working relationships. This is because expectations are modelled by staff clearly and consistently. Leaders have clear and effective routines in place for managing pupils' attendance.

Staff are proud to work at this school. They feel well supported by leaders, who take their workload and well-being into account.

The board of proprietors and those responsible for governance have clear oversight of the school. They understand its strengths and have identified appropriate areas for further improvement.

Leaders fulfil their statutory requirements effectively. They have ensured that the school meets all of the independent school standards. The school also complies with schedule 10 of the Equality Act 2010.

## **Safeguarding**

The arrangements for safeguarding are effective.

Routines are well established to ensure that pupils are kept safe. All staff are vigilant to any safeguarding concerns that may arise. This is because staff and governors receive appropriate training and understand how to respond to any concerns that they may have. Appropriate pre-employment checks are completed on all staff.

Leaders seek advice from external agencies when it is needed. They keep clear and well-maintained records and follow up appropriately on the guidance that they receive from external professionals.

Pupils benefit from positive working relationships with staff. This is because there are clear pastoral structures in place to support pupils' well-being. For example, each pupil has a designated tutor who is there to support them.

The curriculum has been designed to help pupils to stay safe, including when online.

The safeguarding policy refers to the most recent statutory guidance and is available to parents and carers via the school's website.

## **What does the school need to do to improve?**

### **(Information for the school and proprietor)**

- In a few subjects, leaders have not identified the important knowledge that pupils need to learn and remember. This means that teachers do not pay sufficient attention to ensuring that pupils learn and understand important concepts in a subject. Leaders should ensure that, in all subjects, the curriculum makes clear what pupils should learn. This will help teachers to know what knowledge and ideas to emphasise in their teaching and check that these have been securely understood by pupils.

## 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.

## School details

<b>Unique reference number</b>	102693
<b>DfE registration number</b>	315/6072
<b>Local authority</b>	Merton
<b>Inspection number</b>	10210776
<b>Type of school</b>	Other Independent School
<b>School category</b>	Independent School
<b>Age range of pupils</b>	6 to 16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	56
<b>Number of part-time pupils</b>	0
<b>Proprietor</b>	The Norwegian School in London Limited.
<b>Chair</b>	Siri Mikalsen
<b>Headteacher</b>	Lise Meling Karlsen
<b>Annual fees (day pupils)</b>	£2,200 to £16,000
<b>Telephone number</b>	02089476617
<b>Website</b>	<a href="http://www.norwegianschool.org.uk">www.norwegianschool.org.uk</a>
<b>Email address</b>	<a href="mailto:mail@norwegianschool.org.uk">mail@norwegianschool.org.uk</a>
<b>Date of previous inspection</b>	27 February to 1 March 2018

## Information about this school

- The Norwegian School in London is an independent school that was established in 1981 for Norwegian expatriate pupils who are temporarily residing in London.
- The school is non-denominational and follows the Norwegian national curriculum. Almost all pupils speak English as an additional language.
- This school is supported by the Norwegian government, including for pastoral care and additional support for pupils with SEND.
- A new headteacher has been appointed since the previous inspection.
- Lessons and teaching predominantly take place in Norwegian.
- The school uses no alternative provision.
- Pupils enter and leave the school at different points in the year. A significant number attend for a short time.

## Information about this inspection

Inspectors carried out this inspection under section 109(1) and (2) of the Education and Skills Act 2008. The purpose of the inspection is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

The school meets the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- An interpreter was used to support inspectors carry out inspection activities.
- Inspectors met with the headteacher and other school leaders throughout the inspection.
- Inspectors carried out deep dives in these subjects: English, mathematics, physical education, PSHE and science. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of their work.
- Inspectors also considered other subjects as part of this inspection.
- Inspectors spoke with representatives of the governing body, including the chair of the board of proprietors.
- Inspectors reviewed behaviour records and attendance information with school leaders.

- In considering safeguarding, inspectors spoke with the designated safeguarding lead, reviewed the single central record of pre-employment checks, reviewed records and spoke with staff and pupils about safeguarding.
- Inspectors considered the views of pupils, parents and staff through both discussions and responses to Ofsted's online surveys.

### **Inspection team**

Sophie Healey-Welch, lead inspector

His Majesty's Inspector

Jonathan Newby

Ofsted Inspector



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