



Walhampton

Independent Schools Inspectorate (ISI)

September 2025

“Pupils’ self-esteem,
self-confidence and self-awareness
grow exponentially as they
progress through the school.”



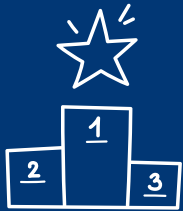
Intro from the Head

In a world where education is too often reduced to metrics, mental health is in crisis and children's lives are increasingly lived behind screens, Walhampton is going in a different direction. We believe childhood should be rich, wild and full of wonder... a time to explore, question and grow.

The Independent Schools Inspectorate has recognised what we live and breathe every day: that our pupils' self-esteem, confidence and self-awareness grow exponentially as they progress through the school. We are proud to have met every standard, but even prouder that this report affirms the heart of who we are: a school that nurtures confident, compassionate and curious learners, ready to shape a world that needs exactly those qualities.

A handwritten signature in white ink, appearing to read 'Jonny Timms'.

Jonny Timms, Head



Leadership, management, and governance



"Leaders are ambitious for pupils' learning and achievement."

"Parents are well informed about their child's progress and attainment through a programme of regular and detailed reports and discussions."

"Governors bring a wide range of skills and expertise to the role and offer both support and challenge to school leaders."

"Governors and leaders work as a cohesive team to plan and deliver an educational experience which actively promotes pupils' wellbeing."



Quality of education, training and recreation

“The extra-curricular programme is well planned and enables pupils to explore and develop their interests.”

“As a result of the curriculum, planning and teaching, pupils make good progress across different subjects.”

“The early years curriculum is broad and engaging.”

“Subject leaders have devised an appropriate and challenging curriculum.”



“Pupils often read and write beyond age-related expectations.”

“The collaborative approach helps pupils who have SEND to develop a sense of ownership over their learning and supports their good progress.”

“Boarders are well supported in their academic work.”

“Children become articulate and confident communicators.”

Pupils' physical and mental health and emotional wellbeing



“These experiences [outdoor activities] help to build pupils’ self-esteem, confidence and resilience.”

“Pupils and staff share warm, respectful relationships.”

“Boarders’ input and feedback is regularly sought and used to improve their experience.”

“Pupils quickly learn that their views and interests are valued.”

“Children feel secure in their environment as a result of the caring relationships and positive attitudes modelled by staff.”

Pupils' social and economic education and contribution to society



"From an early age, pupils are given a broad range of opportunities to lead and support their school."



"Children are well prepared for the next stage of their education."

"Pupils develop a deep sense of empathy and acceptance for others."

"Pupils support one another and celebrate each other's achievements."

"Children in the early years experience a stimulating range of activities to develop their social skills."



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