

School inspection report

2 to 4 December 2025

Broomfield House School

Broomfield Road

Kew Gardens

Richmond

TW9 3HS

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 promote the school's aims successfully through the implementation of policies and procedures that are aligned to pupils' needs and aspirations. Leaders are analytical and reflective when assessing the extent to which the school fulfils its aims. They undertake research both in and outside the school to identify the best ways in which to improve provision and promote pupils' wellbeing. Leaders implement new initiatives with care and consideration, using their detailed awareness of potential risks to identify and mitigate any potential negative impact of any changes to the provision that they introduce. The proprietor provides both practical and verbal support and challenge to leaders and maintains close and effective oversight of all aspects of school life.
2. Leaders provide a curriculum that covers all required areas of learning. Schemes of work provide challenging goals for pupils in most subjects, although opportunities for pupils to develop their technological skills are less broad in scope. Leaders promote teaching strategies that foster pupils' high levels of achievement through the development of their learning skills. They continually monitor pupils' success in achieving the ambitious goals they are set and the impact of strategies to support them. Teachers plan highly effective lessons in which pupils learn to apply their learning to new subject matter and extend their knowledge through research, reflection and analysis. They provide challenging activities and continual feedback, which enables pupils to improve their work. Pupils throughout the school achieve at high levels in relation to expectations for their ages and make particularly rapid progress from their starting points in literacy and numeracy. This is a significant strength of the school.
3. Leaders provide wide-ranging opportunities for pupils to learn how to promote their own mental health and emotional wellbeing. Pupils learn how to interact positively with people in the school and in the wider world through well-planned lessons in personal, social, health and economic education (PSHE) and relationships and sex education (RSE). They gain a secure understanding of the importance of maintaining a balanced lifestyle and of how to do so in practice. Leaders communicate clear and high expectations of pupils' behaviour, which are consistently met throughout the school. They adopt a systematic and effective approach to the management of health and safety.
4. Leaders implement a programme of activities that prepares pupils well for their lives in British society. Staff promote pupils' understanding of and respect towards people whose beliefs or cultures may differ from their own. Leaders help pupils to understand the principles of democracy and to experience its implementation in practice. Pupils learn about the importance of listening to the views of others through debating in and outside lessons. Pupils undertake a range of meaningful responsibilities in the school. They develop a clear understanding of the ways in which they can contribute to the school community and to the wider world. Pupils learn about the importance of managing their money carefully and about careers that they might consider in the future.
5. Leaders draw up and oversee the effective implementation of suitable policies and procedures to promote pupils' safeguarding. They provide the proprietor with frequent updates and reviews so that effective oversight is maintained. Staff throughout the school are well trained and have a detailed understanding of their roles and responsibilities. Leaders manage concerns about pupils and adults in the school appropriately and in line with current statutory guidance. Pupils are well informed about how to stay safe when they are online and about how to share any concerns in

school. The school is diligent in undertaking and recording the required safer recruitment checks on adults before they begin working in the school.

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:

- provide increased opportunities for pupils to develop their technological skills and knowledge.

Section 1: Leadership and management, and governance

6. Leaders demonstrate good skills and knowledge, including when drawing up policies that pay close attention to pupils' needs and to statutory guidance. They ensure staff and pupils understand the school's procedures and that these are implemented effectively and consistently. Leaders are successful in promoting the school's aims to encourage pupils to become active and engaged learners who are well prepared for the next stage in their education and for life in British society.
7. The proprietor ensures that senior leaders undertake their well-defined roles effectively. Governors provide frequent and rigorous support and challenge for leaders in fulfilling their responsibilities and in implementing policies and practices that promote and enhance pupils' wellbeing. They support senior leaders in providing and seeking out relevant staff training opportunities to support staff in performing their roles effectively.
8. Senior leaders work collaboratively and successfully to ensure the Standards are met, sharing oversight of all aspects of pupils' wellbeing. When planning new initiatives, leaders consider their impact on pupils' safeguarding and emotional and social wellbeing, alongside their academic progress. As a result, pastoral systems and academic programmes combine seamlessly and successfully to promote all aspects of pupils' wellbeing.
9. Middle leaders work closely with senior leaders to promote pupils' wellbeing in different subjects and sections of the school. They undertake reviews of the curriculum and of the ways in which provision may be improved. This is exemplified in the recently enhanced transition process for children moving from Reception to Year 1.
10. Leaders in the early years bring considerable skills and knowledge to their roles, which they use to good effect when providing support and guidance to staff in the setting. They work closely with parents to provide them with detailed information about the setting and the ways in which they can support their child's learning and development.
11. Leaders undertake systematic review and evaluation of the school's success in meeting its aims. They seek out new ideas about best practice from the wider educational world and canvas the views of staff, parents and pupils when identifying next steps. Leaders undertake systematic analysis of academic and pastoral data to identify pupils' needs and to assess the impact of their actions. Leaders implement new initiatives gradually after careful consideration of the potential benefits and any possible negative consequences for pupils and evaluation of pilot schemes.
12. The school maintains productive relationships with external agencies to promote pupils' wellbeing. The school shares information as required about pupils who join or leave the school at non-standard transition points.
13. Detailed information is made available on the school's website to parents about the school's policies and procedures and about plans and events that are specific to their child's class. Leaders keep parents informed about their child's progress and attainment through written reports and in-person meetings at regular points throughout the year. They seek parents' views on matters such as the RSE programme and provide them with information about new initiatives, such as the updated assessment programme.

14. A suitable procedure is in place for the management of parental complaints. Leaders address complaints in line with published timescales and make governors aware of these through termly reports.
15. Leaders have a detailed understanding of the potential risks to pupils in the school. They follow a well-embedded and robust system to identify and manage risk, reflecting on the success of mitigation measures and adapting these in response to any changing conditions. Staff have a secure understanding of their responsibilities in reducing risks to pupils. Leaders are conscious that the pursuit of ambitious academic aspirations carries potential risks to pupils' emotional and mental wellbeing. They put effective measures in place to mitigate this, including by ensuring continuity in the provision of a broad and balanced curriculum throughout pupils' later years in the school.
16. Leaders are diligent in ensuring that the school fulfils its duties under the Equality Act 2010 and in removing potential barriers to pupils' learning. They maintain and implement a suitable accessibility plan to enhance pupils' access to the curriculum, information and the school's facilities.

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

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

Section 2: Quality of education, training and recreation

18. Leaders have ambitious aspirations for pupils' attainment. They identify initiatives to promote pupils' academic success and implement these systematically, following detailed research and planning. Leaders prioritise the promotion of learning skills such as enquiry and analysis, reinforced through highlighting specific skills each week such as speed and precision, which are well known and understood by both staff and pupils. Teachers plan challenging lessons around these key objectives. As a result, pupils of all ages gain a deep understanding of the material taught and achieve at high levels in relation to expectations for their ages. Their progress is good in all curriculum areas and extremely good in literacy and mathematics. Pupils are highly successful in gaining places at selective senior schools and attain at high levels across the broad and balanced curriculum throughout their time in the school.
19. Leaders maintain close oversight of teaching and learning through reviews, observations and discussions. They communicate their high expectations clearly to staff and provide the training they need to implement new initiatives effectively. The proprietor supports leaders in providing an additional, well-trained member of staff in each year group. These assistant teachers provide frequent, targeted support and feedback, which enhances pupils' progress and attainment.
20. The curriculum provides pupils with opportunities to develop their skills, knowledge and understanding well in most subject areas. Leaders regularly review schemes of work to ensure they provide a clear progression over time. They identify links between subjects, which are used by teachers to extend pupils' learning through applying their knowledge to new contexts. The curriculum provides pupils with ambitious goals and activities in linguistic, mathematical, human and social, creative and scientific areas. However, pupils have fewer opportunities to develop their skills to an equivalent depth and breadth in technological subjects.
21. Leaders implement a programme of carefully selected assessments, which enables focused insight into pupils' progress and attainment. Leaders and teachers work together to interpret assessment data and classroom observations. They use their findings to plan strategies that will support every pupil in attaining the challenging targets set. Pupils contribute to and understand their personal academic targets. Teachers provide feedback in books and in class, which pupils understand and put into practice to improve their work.
22. Leaders assess the needs of pupils who have special educational needs and/or disabilities (SEND) and identify effective measures to support their learning. Teachers monitor pupils' progress frequently and liaise closely with parents so that they can support their child's learning at home. They incorporate personalised strategies and resources into lessons, which enable pupils who have SEND to attain at high levels and make rapid progress.
23. Leaders in the early years use their expertise and knowledge of children's needs to design a curriculum that enables children to make rapid progress from their starting points. Teachers adapt activities swiftly in response to children's needs throughout the day. Staff work closely with parents, providing informative updates on children's achievements and information about the next steps in their learning. Children are quick to develop literacy skills in response to multiple daily opportunities to engage in conversation and phonics activities. They acquire confidence in numeracy through activities such as counting and exploring shape. Children develop a keen interest in the world around

them, including through activities that are planned around their interests, such as exploring underwater volcanoes and making lemonade.

24. Pupils develop high levels of fluency and articulacy in the spoken and written word. They read with confidence and expression, honing their skills from an early age in lessons that further their knowledge of phonics and appreciation of literature. Teachers help pupils to put their knowledge of grammar and spelling to use in their writing, alongside their mature descriptive writing skills. As a result, pupils craft persuasive letters, instructions and stories with success and maturity.

25. Leaders assess pupils who speak English as an additional language (EAL) to identify their level of fluency and understanding of English. Teachers use effective strategies in class to help pupils access the curriculum and develop their English language skills. When required, pupils benefit from targeted one-to-one support in developing their English vocabulary and comprehension skills. Teachers provide frequent feedback and help throughout lessons, which enables pupils to make swift progress in their learning.

26. Teachers demonstrate good subject knowledge, which they use effectively to promote pupils' deep knowledge and understanding. They communicate clear expectations of behaviour, which are reinforced consistently so that pupils are focused on their learning. Teachers include activities that stimulate pupils' enjoyment and help them learn, such as the use of tongue twisters in Spanish lessons. They set pupils tasks ranging from guided research to debating and role play so that they develop an astute understanding of demanding topics, such as the causes of the French Revolution.

27. Teachers maintain pace and a sense of purpose in lessons. They make effective use of time throughout the day, such as through activities to improve pupils' spelling during registration time. Teachers use resources effectively to engage pupils' interest and foster independence. This includes the targeted use of electronic devices and written materials to aid research into subjects such as different countries in the UK and South America. Teachers use visual aids and practical resources in science lessons to support their clear explanations. As a result, pupils acquire a confident knowledge of topics such as irreversible change, forces and adaptation.

28. Teachers help pupils to acquire confidence and agility in mathematics through building on their knowledge over time, including within weekly small-group sessions. They plan lessons that enable pupils to reflect on and apply their prior knowledge to new challenges. As a result, pupils develop advanced levels of competence, exemplified in their use of complex algebraic equations to solve real-life problems.

29. Pupils achieve well in creative subjects in response to the expertise of specialist teaching and well-planned lessons. They create detailed and vibrant work in a range of media, including pencil, paint and clay. Pupils sing with confidence and accuracy and achieve success in music and drama examinations. Leaders provide regular opportunities for them to extend their skills in school performances and local events.

30. Leaders provide a wide range of extra-curricular activities and educational experiences. Pupils' understanding of the curriculum is enhanced by visits to museums and other places of interest. The clubs programme enables pupils to extend their skills in academic and creative areas. Other activities, such as the comic club or fencing, allow pupils to explore new interests.

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

31. All the relevant Standards are met.

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

32. Leaders promote pupils' mental and emotional wellbeing through the curriculum, school routines and effective pastoral systems. They foster pupils' self-confidence and self-esteem through frequent praise and encouragement, and recognition of their achievements in relation to the school's aims. The recently introduced leadership programme helps pupils to develop resilience and a readiness to take risks by trying new activities and reflecting on the outcomes of their experiences. As a result, pupils are encouraged to approach each new stage in their lives with assurance and a clear understanding of their personal attributes and skills.
33. Teachers monitor pupils' emotional wellbeing through daily observations, communicating any concerns swiftly to leaders. Pupils complete wellbeing surveys regularly, which leaders use to identify and act on individual concerns and school-wide trends. Leaders meet frequently with teachers to assess pupils' pastoral needs and evaluate the success of strategies used to support them.
34. Teachers plan engaging activities in PSHE lessons, which help pupils to gain a mature understanding of themselves and of those around them. Pupils are taught about the nuanced impact of their words when speaking to others in different contexts and how they may hurt people's feelings. Activities in lessons enable pupils to recognise the importance of celebrating differences between people and the impact that being different may have on a person's life. Leaders promote tolerance and understanding within the diverse school community through assemblies and events such as 'Odd Socks day'.
35. The RSE curriculum includes opportunities for pupils to gain an understanding of the features of healthy relationships. Lessons help pupils to develop a mature understanding of the ways in which they can show kindness and respect towards others in their own and the wider community. Teachers provide opportunities for pupils to learn about puberty and the physical changes that lie ahead, within a learning environment in which pupils are encouraged to ask questions and share their concerns.
36. Leaders help pupils to develop an awareness of the importance of spiritual aspects of life through services at the local church and assemblies. Teachers provide opportunities for pupils to be still and calm in PSHE lessons and to reflect on what they have learnt. They provide activities throughout the curriculum for pupils to develop their appreciation of the non-material aspects of life such as the natural world, family and friendship.
37. Pupils learn about the features of a healthy lifestyle within PSHE and science lessons. The physical education (PE) curriculum includes a wide range of sports and skills. Pupils make good progress in acquiring these in well-planned lessons taught by specialist staff. Leaders support pupils in maintaining a healthy and balanced lifestyle through the availability of healthy options at lunchtime. They teach pupils about the ways in which they can promote their own mental wellbeing and provide support when needed, both formally and informally.
38. Staff throughout the school are successful in promoting the school's high expectations of pupils' behaviour. Adults act as role models for children in the early years in their relationships within the setting. They support children in learning to identify their feelings and regulate their behaviour.

Older pupils demonstrate positive behaviour towards their peers and understand the systems in place to support them in doing so. Staff report and manage behavioural concerns in line with the school's policy. Leaders record any concerns relating to behaviour and bullying in detail. They monitor records closely to identify trends and review the impact of actions taken. The school's anti-bullying policy is well understood by pupils and staff and is successfully implemented so that occurrences of bullying are rare.

39. Leaders implement rigorous procedures to ensure the premises are well maintained and suitable for pupils' use. They undertake systematic checks and reviews to ensure relevant health and safety legislation is adhered to. Leaders put suitable measures in place to reduce the risks of fire, including regular fire drills and suitable training for staff. Governors maintain close oversight of health and safety matters through regular, detailed audits of provision.
40. Admission and attendance registers are maintained accurately and in line with statutory requirements. Leaders act swiftly when concerns arise around absenteeism, working effectively with parents and external agencies to improve attendance.
41. Leaders ensure pupils are well supervised throughout the school day by a suitable number of adults. They implement appropriate arrangements for pupils to be treated by suitably qualified staff if they are injured or unwell. Children in the early years are supervised appropriately when they are eating and receive first aid from adults who have been trained to deliver paediatric first aid.

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

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

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

43. Leaders prepare pupils well for their lives in British society through a wide programme of activities in and outside the classroom. Staff lead by example in promoting British values, such as individual liberty and mutual respect, in their interactions with pupils and through the guidance they provide to support pupils' relationships with others. Leaders help pupils to develop a sense of community across different age groups through the house system, where pupils of different ages work together in activities such as sports events and den building.
44. Staff in the early years help children to develop positive friendships. They act as effective role models in conversation and guide children so that they learn to collaborate on activities such as role play and completing puzzles. Children develop an awareness of social conventions and the needs of others, learning to take turns, such as when waiting to take part in creative activities.
45. Staff in the early years help children to learn about the diverse customs and faiths that make up British society, including through assemblies, stories and visits from parents. Children take part in activities centred around festivals, such as Christmas and Diwali, which helps them to understand the similarities and differences between different faiths and cultures. Teachers provide opportunities for older pupils to broaden their knowledge in PSHE and religion, philosophy and ethics (RPE) lessons. They encourage pupils to reflect on their learning and consider the perspectives of people whose views, beliefs or customs may differ from their own. Teachers plan lessons across the curriculum that enable pupils to acquire an understanding of what life is like in countries such as Spain and Ghana and of the challenges faced by those who are affected by natural disasters.
46. Leaders promote pupils' sense of social responsibility through encouragement to make wise and considerate choices. Children in the early years develop an understanding of what this means in practice and of the impact on others of their decisions. Staff help them to understand the importance of helping others, including through hosting visits from parents and providing an introduction to public services.
47. Older pupils learn about the legal processes in England and how laws are made within the PSHE curriculum. Teachers help pupils to recognise the wider principles of right and wrong and of fairness, including through debating and consideration of issues such as discrimination and voting rights. Pupils deepen their understanding of public institutions and the democratic process through visits to the Houses of Parliament and voting for pupils in positions of responsibility in the school. Leaders promote the principles of freedom of speech through debating activities and classroom discussions, ensuring that pupils are presented with balanced views when political matters are discussed.
48. Pupils undertake a wide range of meaningful roles in the school, including many that relate to subjects such as sport and the creative arts. They represent the views of their peers on school councils and act as role models to others as house captains and head boy and girl. Leaders provide pupils with accessible means of making their voices heard through the school council and suggestion boxes. Pupils' ideas are given serious consideration, resulting in the introduction of initiatives such as the 'quiet garden' and new clubs that enhance pupils' experiences in school.
49. Leaders help pupils to prepare for potential career paths through a programme of visiting speakers and attendance at an age-appropriate careers fair. Teachers help them to learn about the

importance of making informed choices when planning for future careers and the role that hard work has to play. Leaders support pupils in acquiring skills, such as the ability to work collaboratively and to solve problems. They promote the development of leadership skills through a focused programme in which pupils broaden and reflect on their experiences.

50. Leaders provide opportunities for pupils to develop financial awareness and an understanding of the economic challenges faced in different parts of the world. Pupils learn about the importance of managing their money and distinguishing between needs and wants in PSHE lessons. They put their knowledge into practice from an early age when participating in cake sales and raffles in school. Visiting speakers provide older pupils with a deeper understanding of principles relating to investment. Leaders foster pupils' awareness of the principles and challenges of running a business through structured programmes in which they design, produce and market their own products.
51. Pupils learn about the ways in which they can contribute positively to the local area through donations to charities, singing at local events and visiting members of the community. Leaders seek pupils' ideas about charities to support both nationally and abroad. They support and guide pupils in activities that include house-led fundraising events, enterprise-driven charitable giving and individual acts of service. Pupils develop a mature awareness of their ethical responsibilities through the work of the eco-council and whole-school projects focused on issues such as providing bee-friendly habitats and protecting the ocean environment.

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

52. All the relevant Standards are met.

Safeguarding

53. Leaders promote a clear understanding of the shared responsibility to promote safeguarding of pupils in the school. They undertake regular reviews of safeguarding policies and procedures to ensure they are up to date and in line with the requirements of current statutory guidance.
54. Staff, leaders and governors are suitably trained to undertake their safeguarding responsibilities. Leaders with responsibility for safeguarding provide regular update training for staff and assure themselves that adults understand the school's procedures and statutory guidance fully.
55. Staff have a thorough understanding of their responsibilities and the means of reporting concerns in school and to external agencies when required. Staff are alert to signs of concern about pupils and record these in detail. Leaders take swift and appropriate action when safeguarding concerns arise. They liaise effectively with local safeguarding partners and provide support for parents to promote pupils' safeguarding and wellbeing.
56. Leaders ensure staff understand the code of conduct and how to report any concerns about adult behaviour they might have. Leaders have appropriate procedures to respond to any allegations or low-level concerns about adults working with pupils that might arise.
57. Leaders inform pupils about how to share concerns in school. Children in the early years are made aware of the benefits of telling adults about their worries. Older pupils have a clear knowledge of trusted adults in school and of the members of the safeguarding leadership team.
58. Leaders have a detailed understanding of potential safeguarding risks to pupils. They draw up suitable risk assessments to mitigate these, including risks associated with extremism and online safety. The proprietor maintains a suitable internet filtering and monitoring system. Pupils learn about online dangers and about how to protect themselves when using the internet.
59. The school follows rigorous procedures to ensure the suitability of adults working in the school. Leaders complete the required safer recruitment checks prior to staff taking up their posts. They record these accurately on a single central record of appointments (SCR), which is reviewed systematically by senior leaders and the proprietor.
60. The proprietor maintains effective oversight of safeguarding through frequent contact with leaders. Scrutiny includes consideration of weekly reports, termly analyses of any safeguarding issues that have arisen, and a detailed annual review of policy and procedures.

The extent to which the school meets Standards relating to safeguarding

61. All the relevant Standards are met.

School details

School	Broomfield House School
Department for Education number	318/6050
Address	Broomfield House School Broomfield Road Kew Gardens Richmond Surrey TW9 3HS
Phone number	020 8940 3884
Email address	office@broomfieldhouse.com
Website	www.broomfieldhouse.com
Proprietor	Dukes Education
Chair	Mr Aatif Hassan
Headteacher	Mr Adam Anstey
Age range	2 to 11
Number of pupils	178
Date of previous inspection	20 to 23 September 2022

Information about the school

62. Broomfield House School is an independent co-educational day school located in Kew, Surrey. It is owned and governed by Dukes Education. The school consists of: the early years, for children aged 2 to 5 years; Year 1 and Lower Prep, for pupils aged 5 to 9 years; and Senior Prep, for pupils aged 9 to 11 years. The current headteacher took up his post in January 2023.
63. There are 35 children in the early years, in two Nursery classes and one Reception class.
64. The school has identified 19 pupils as having special educational needs and/or disabilities. No pupils in the school have an education, health and care plan.
65. The school has identified 39 pupils as speaking English as an additional language.
66. The school states that its aims are to help pupils become curious and persistent learners and to achieve ambitious academic goals. It seeks to foster pupils' emotional wellbeing so that they grow in confidence and resilience in preparation for their adult lives. The school aims to encourage pupils to develop respect, empathy and tolerance towards others.

Inspection details

Inspection dates	2 to 4 December 2025
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67. A team of three inspectors visited the school for two and a half days.

68. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods
- observation of a sample of extra-curricular activities that occurred during the inspection
- discussions with the chair and another governor
- 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
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

69. 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