

School inspection report

11 to 13 November 2025

Radnor House Sevenoaks

Combe Bank Drive

Sevenoaks

Kent

TN14 6AE

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 are knowledgeable and reflective. They articulate a clear vision for the school and are aware of its most successful aspects and areas for development. Leaders prioritise pupils' wellbeing and communicate high expectations for their personal and academic growth. Leaders demonstrate responsiveness to individual needs and cultivate an inclusive environment.
2. Pupils benefit from a well-designed curriculum and broad extra-curricular programme. Pupils typically experience lessons where teachers' subject knowledge, skills and enthusiasm enable pupils to enjoy their learning and achieve well. Leaders ensure that thoughtful attention is given to the support that pupils who have special educational needs and/or disabilities (SEND) receive, with the result that these pupils make good and often rapid progress.
3. Most pupils who speak English as an additional language (EAL) are fluent in English when they join the school. Some bespoke support for pupils who speak EAL is available, if needed. However, leaders' identification of pupils who speak EAL and monitoring the impact of the school's strategies to support these pupils is underdeveloped.
4. Leaders and staff foster pupils' individuality. Leaders and staff together consider pupils' views extremely carefully. Opportunities for pupils to express their opinions are embedded into school life, such as through pupil councils, regular surveys of pupils' views, suggestion boxes and online mechanisms for pupils to put forward their perspectives. This leads to many meaningful developments to the provision, such as improvements to netball courts and the activities provided when younger pupils arrive early in the school day, and changes to the way that senior pupils' report cards are completed. Leaders' promotion of the importance that they put on listening to pupils' views develops pupils' confidence, self-esteem and their sense of responsibility towards others substantially. Leaders monitor their engagement with pupils to ensure that all pupils have an equal opportunity to communicate their views and ideas. This is a significant strength of the school.
5. Leaders promote pupils' cultural understanding and respect for other people, helping to prepare them well for life in contemporary Britain. The personal, social, health and economic (PSHE) education curriculum supports pupils' personal development well. This programme is well structured, allowing pupils to build their understanding of themes such as healthy relationships, different types of families and supporting one's own health, personal safety and wellbeing.
6. The early years curriculum and nurturing learning environment support children' development effectively. Leaders design the curriculum to encourage creativity and curiosity, prioritising learning through play and exploration of the world around them. Skilled staff who know the children very well develop their essential skills in numeracy, language and their emotional growth. Children throughout the early years learn successfully, make good progress and develop increasing independence in preparation for the next stage of their education.
7. Health and safety arrangements, along with fire safety protocols, are thorough and effective. The school's facilities are well managed, suitably resourced and maintained to a high standard. Leaders and directors maintain effective oversight of health and safety and fire safety, helped by the meticulous documentation regarding all health and safety matters.
8. There is a secure culture of safeguarding throughout the school. Regular safeguarding training ensures that all staff understand their roles and the importance of maintaining vigilance and feel

confident in addressing concerns. The attentive safeguarding team responds swiftly and appropriately to safeguarding concerns that arise.

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 process for identifying the needs of pupils who speak EAL and better assess their progress, so that teachers can support these pupils to learn as effectively as possible.

Section 1: Leadership and management, and governance

9. Directors shape the policies and systems of the school through their active involvement. They provide support and constructive challenge to school leaders to ensure they fulfil their responsibilities effectively. Across all areas of school life, leaders are equipped with the skills, knowledge and expertise necessary to enable them to ensure that the school consistently meets the Standards.
10. Leaders maintain a welcoming and harmonious environment where pupils receive effective support both pastorally and academically. A cohesive staff and leadership team uphold the school's motto, 'celebrating every individual'. This reinforcement fosters a supportive environment focused on personal growth. The school nurtures pupils' emotional, intellectual, social, creative and physical development by emphasising its core values of excellence, respect, courage and perseverance.
11. Leaders' clear and ambitious vision to provide an educational experience that offers appropriate challenge within a context of high-quality pastoral care is embedded from early years right through to the sixth form. The school's approach helps build pupils' confidence and self-esteem, ultimately leading to high-quality individual outcomes.
12. Leaders shape their development plans through well-considered self-evaluation and reflection about where the school is most successful and where it could develop further. They demonstrate a sustained commitment to continuous improvement. Together with directors, leaders systematically review the quality of different aspects of the provision. They conduct surveys and, through regular discussions and other forms of information gathering, carefully consider the views of pupils, parents and staff. This information helps them identify priorities for improvement, with consideration of pupils' wellbeing at the core of any changes made.
13. An appropriate complaints policy is in place. Staff and leaders listen carefully to parents' concerns and respond appropriately. Leaders maintain thorough records of complaints and any actions taken by the school in response to these.
14. The school makes the required information available to parents, mainly through the school's website. Clear policies and procedures, which staff understand well, comply with relevant legislation and are implemented throughout the school. These policies undergo reviews and updates as needed. Staff keep parents well informed about their child's progress and accomplishments through regular updates, parents' evenings and detailed annual reports. Relevant information is provided to the local authority, including reporting on the use of funds for any pupils who have an education, health and care plan (EHC plan).
15. Leaders have developed an accessibility plan that includes specific measures to adjust the curriculum and site to meet pupils' needs. Recent adaptations include improved lighting and refurbishment of science laboratories to create a more accessible learning space. The school meets the requirements of the Equality Act 2010.
16. Leaders foster effective links with external agencies, including children's services, academic support and mental health services. This collaboration informs leaders' decision-making and ensures a co-ordinated approach to safeguarding pupils' wellbeing.

17. Leaders possess a clear understanding of the necessity to identify and manage potential risks throughout all facets of school life, such as those associated with the location and nature of the school grounds. Risk assessments, including those for educational visits and pupil welfare, are thorough, evaluate potential hazards carefully and identify appropriate measures to mitigate these. Leaders use regular reviews of risk assessments to incorporate lessons learned from any past situations or near misses. Staff receive comprehensive training on risk assessment, enabling them to feel confident in their responsibilities.
18. Leaders in the early years demonstrate an ambitious vision and maintain high expectations of children's achievements. They prioritise children's wellbeing and possess the necessary knowledge and skills to monitor staff effectively, ensuring the curriculum and teaching meet the needs of children. As a result, children engage in a variety of meaningful experiences that promote their development. Early years staff conduct regular risk assessments to maintain a secure and supportive learning environment.

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

19. All the relevant Standards are met.

Section 2: Quality of education, training and recreation

20. The curriculum is appropriately balanced to develop pupils' skills, knowledge and understanding across a broad range of subjects. Teachers plan and adapt the curriculum to pupils' aptitudes, so that it consistently provides challenge as well as takes into account pupils' previous levels of attainment. The curriculum builds around the school's three pillars of learning: academic rigour, essential skills known as 'discoveries' in the prep, and core values.
21. In the senior school, the curriculum provides pupils with a wide variety of subjects and learning experiences. Pupils studying for GCSE examinations are provided with a broad range of options including separate sciences, iMedia, business studies and drama. Choices at A level include photography, psychology and economics. Leaders are committed to dedicating extensive time for high-quality outdoor education. For example, all pupils in Year 9 complete bronze level of The Duke of Edinburgh's Award scheme (DofE). This enhances problem-solving and self-awareness and allows pupils to engage actively in their learning. The curriculum also fosters independent learning and intellectual curiosity, exemplified by the Extended Project Qualification (EPQ) studied by pupils in the sixth form.
22. In the prep, a thematic approach keeps knowledge rich and relevant. Teachers structure their lessons effectively, make use of strategies such as a 'stunning start' to initiate excitement and motivation to learn. For instance, teachers utilised a 'stunning start' when pupils in Year 1 and 2 explored the school's woodland teaching area to discover a mystery box related to their space topic. Pupils in Year 5 and 6 enjoyed a Tudor banquet as part of their topic's 'marvellous middle,' maintaining enthusiastic engagement. The 'fantastic finish' for the Year 3 and 4 Vikings topic involved pupils crafting longboats and racing them in the swimming pool, allowing parents to witness their achievements. The appropriate use of such strategies helps develop pupils' self-confidence, communication skills and a sense of pride in their work.
23. In their early years, children benefit from an engaging curriculum that sparks curiosity and inspires successful learning. Specialist teaching across subjects such as music, games, French and drama encourages creativity, promotes teamwork and expands children's cultural awareness. Staff prioritise the development of communication and language skills, fostering a love for books and stories. Teaching involves regular dialogue and effective questioning, which encourages critical thinking and reasoning and enhances children's problem-solving and numeracy skills. Children make good progress and typically achieve the early learning goals (ELGs).
24. Teachers plan lessons carefully, being highly responsive to the individual needs of each pupil. This encourages pupils to actively engage in class, share their ideas and ask insightful questions. Teachers provide clear explanations and demonstrate key teaching points in various ways, leveraging their knowledge and enthusiasm for their subjects. Effective questioning builds on pupils' prior learning and fosters intellectual effort and collaborative skills.
25. Leaders' detailed assessment framework enables them to monitor pupils' results and progress across subjects and throughout the academic year. Teachers track pupils' development of knowledge and skills. They utilise this information to guide older pupils' curriculum choices and inform their effective teaching strategies. Teachers' written and verbal feedback helps pupils to progress in their learning by identifying clear next steps for improvement. Ample time is allocated for pupils to reflect on feedback and take necessary actions, fostering their self-motivation and

taking of responsibility for their learning. Pupils make good progress and attain well in public examinations.

26. Leaders promote a culture of aspiration for pupils who have SEND. They employ robust systems to identify these pupils, ensuring that their needs are understood and met, so that they make good progress. Teachers receive support for assisting pupils who have SEND through regular discussions with leaders overseeing provision for pupils who have SEND, who maintain communication with pastoral, medical and academic teams. Such collaboration enables teachers to implement targeted strategies, such as thoughtfully designed seating plans that address the diverse needs of these pupils and help them achieve success.
27. Some support is available for pupils identified as speaking EAL. Proficient teachers enable these pupils to develop language and communication skills and access the curriculum overall. However, systems for identifying pupils who speak EAL and accurately assessing their proficiency and progress in English are underdeveloped and do not help teachers implement strategies to support these pupils as effectively as possible.
28. The diverse programme of extra-curricular activities is well attended and thoughtfully designed to help pupils develop their interests and talents. Many clubs receive substantial input from pupils, which allows them to cultivate their skills in leadership, communication and collaboration and helps foster a sense of community and belonging. Activities such as drawing, cookery and using building blocks foster creativity and enrich the overall educational experience.

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

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

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

30. Pupils' spiritual and moral learning is underpinned by warm relationships and a culture of openness. A well-planned religious education (RE) curriculum provides pupils with opportunities to express their beliefs and values in a supportive environment. In the prep, enquiry-led RE lessons encourage pupils to explore issues such as belief, purpose and morality. In the senior department, pupils articulate their views with clarity and respect when evaluating philosophical and ethical perspectives, such as in discussions about themes such as the Holocaust, abortion and the importance of moral responsibility. Leaders deepen pupils' understanding of various religions through workshops and talks on a range of celebrations and faiths, such as Diwali and Judaism.
31. Leaders actively promote the development of pupils' self-knowledge, self-esteem and self-confidence, fostering an environment that values individuality and is conducive to exploration and personal growth. A comprehensive PSHE curriculum, combined with a range of activities, trips, group projects and presentations, enables pupils to explore their aptitudes, accomplishments and interests. Teachers utilise effective questioning and an encouraging demeanour, helping pupils to develop confidence in sharing their perspectives, including to those who hold differing views to their own. This supportive atmosphere and individualised approach contribute to pupils' development of awareness of self and greater self-assurance, preparing pupils as confident, self-aware individuals.
32. Pupils benefit from specialised teaching across an extensive sports and outdoor education programme. This includes physical education (PE) lessons, games and swimming, all of which encourage pupils' active participation. The PE curriculum promotes teamwork and encourages reflection on the connection between physical and mental wellbeing. The programme enables pupils to develop various physical and sports-related skills while fostering their resilience and overall physical and emotional wellbeing.
33. The PSHE and relationships and sex education (RSE) programmes are age-appropriate and effective. Pupils learn to care for their physical and emotional health. By addressing topics such as food choices, mental wellbeing, healthy relationships and consent, pupils gain a secure understanding of how to support both their physical and emotional development. Regular quizzes assess pupils' understanding. As with many other areas of school life, leaders regularly review the programme's effectiveness by consulting with parents and gathering feedback from pupils, including through an annual wellbeing survey. This helps ensure the curriculum remains relevant and responsive to ongoing needs.
34. The school takes a proactive stance in promoting positive behaviour among pupils. Respectful relationships are evident throughout, with staff applying behavioural expectations consistently to create an engaging learning environment. Clearly established sanctions and rewards are understood by pupils and are applied fairly and consistently, reinforcing good behaviour. The school also implements a robust anti-bullying strategy aimed at preventing bullying and minimising its occurrence. Although instances of bullying are rare, any reported cases are handled promptly. Ongoing support is provided to all parties involved.
35. In the early years, staff provide children with many opportunities to develop their emotional and physical skills, such as climbing and gardening outside and using blocks and art supplies in the classrooms. Encouraged to be inquisitive and thoughtful, children respond well to the nurturing

approach of attentive adults who allow them to explore and discover independently. A well-taught PE and games programme, including weekly swimming lessons, keeps children physically active, enhancing their water confidence, co-ordination and motor skills from an early age.

36. The school premises, including the grounds and teaching accommodation, contain suitable facilities and are well maintained. Leaders adopt a robust approach to health and safety. They undertake a thorough and systematic programme of external audits, checks and servicing, including of fire safety. Effective fire safety measures, including regular fire evacuation drills, ensure that pupils understand what to do in emergencies.
37. Appropriate supervision, through the deployment of suitably qualified staff, helps ensure that pupils move between classes and during breaktimes in an orderly and purposeful manner. Leaders ensure suitable staff-to-child ratios in the early years. The provision of stimulating and inclusive spaces for recreation, alongside well-maintained medical accommodation and clear protocols for caring for pupils with complex needs, contributes to a culture of emotional wellbeing.
38. Leaders provide suitable provision for pupils' medical needs. A designated medical area and a sufficient number of staff trained in first aid, including paediatric first aid, meet pupils' needs. Pupils know how to access help when they are unwell or injured.
39. Leaders have effective oversight of admission and attendance procedures, which are implemented consistently. The admission and attendance registers are maintained effectively and in line with current statutory guidance. The local authority is informed whenever pupils join or leave the school at non-standard transition times.

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

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

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

41. Activities throughout the school, including those carried out within the 'living in the wider world' element in PSHE lessons, develop pupils' economic understanding. This begins with the youngest children using coins to roleplay purchasing items from a pretend shop and continues with older pupils learning about credit cards, managing student loans and exploring how investments and interest work. Teachers develop pupils' understanding of concepts such as the importance of financial planning and how to make informed financial decisions to avoid fraud. Pupils' financial awareness is further developed through assemblies and external talks, such as those on cryptocurrency, and by gaining practical, real-world knowledge through pitching and developing business ideas as part of enterprise projects.
42. Pupils receive effective support to prepare them for their next phase of education, training or employment. Leaders ensure that the curriculum is adaptable to meet the evolving needs of pupils, addressing their questions and easing their concerns as they move towards times of transition. Well-planned careers advice, known as the 'futures' programme, includes support with work experience, guidance for university choices and other pathways, such as apprenticeships. Lessons are designed to promote self-knowledge, pupils' identification of the skills they have to offer and reflective thinking. Pupils benefit from regular opportunities to explore both educational and employment pathways through talks, webinars and enrichment sessions.
43. In the early years, the school value of respect is promoted effectively by staff and seen in the way children form positive friendships with one another, engaging in co-operative play and collaboration. An emphasis on personal, social and emotional learning in the curriculum helps children grasp the feelings of others, explore various cultures and begin to recognise their similarities and differences. The children begin to understand the importance of rules, democracy and turn-taking through actions such as voting for class leaders and taking turns in choosing a book at the end of the school day.
44. Lessons enable pupils to cultivate an appreciation for and respect towards different cultures. Teachers support pupils' understanding of the importance of mutual respect and the appreciation of diversity through explicit teaching, inclusive discussions and modelling respectful behaviour. Pupils respond positively to initiatives that celebrate diversity and challenge prejudice. Staff provide opportunities for pupils to explore identity and belonging through PSHE, RE and creative subjects. For example, projects focusing on culture and identity in art promote self-expression and foster understanding. Teaching helps to dispel stereotypes and assumptions about cultural roles or characteristics. Additionally, pupils' understanding of diversity is enriched through extra-curricular activities, connections with their sister school in Uganda and variety of trips. Focused events, such as neurodiversity week and the assemblies and speakers programme, explore themes such as feminism and misogyny, that draw attention to issues of inclusion, prejudice and equality.
45. Leaders provide highly effective mechanisms inviting pupils to voice perspectives about the school's provision, such as regular surveys, suggestion boxes, online mechanisms and pupil councils. Leaders consider these views carefully when developing the school. Pupils' suggestions have initiated changes to the senior school report card, the development of a carousel of activities offered in the morning in the prep, and improvements to netball courts. Leaders ensure that all pupils have the opportunity to communicate their ideas and perspectives. Leaders' overt and careful consideration

of pupils' views substantially develops pupils' self-esteem, confidence and their understanding of the importance of acting to support others.

46. Leaders encourage and enable pupils to show initiative and contribute positively to the lives of the school and local and wider communities. Charitable endeavour is a feature of the school. Pupils consistently demonstrate initiative and leadership through embedded processes. This includes participating in fundraising activities, serving on the student council or holding positions of responsibility, which often begin in the early years. All pupils in Year 12 engage in weekly community service. All pupils throughout the school take part in the annual 'make a difference day', contributing to community projects linked to their house charity. Consequently, pupils' consideration for others is particularly well developed.
47. The curriculum and assemblies that focus on social responsibility prepare pupils for life in British society and increase their understanding of social and political issues. Staff ensure that any political discussion is conducted fairly and without bias. Pupils explore ethical issues through curriculum themes such as poverty and business ethics, developing a mature understanding of considerations relating to the fair and just treatment of people and of the differences between right and wrong. Older pupils are encouraged to reflect on the impact of societal structures and laws, including the dehumanising effects of unethical practices and the impact of extremism. Pupils are taught about the importance of democratic processes and the rule of law. Their understanding is enhanced through trips, such as visits to the Royal Courts of Justice and Houses of Parliament. Leaders enable pupils to practice democratic processes. Pupils elect peers to positions of responsibility and raise concerns on behalf of those they represent through the school council. Discussions during tutor time further promote awareness among pupils of how they can contribute towards shaping a fair and inclusive world.

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

48. All the relevant Standards are met.

Safeguarding

49. Leaders foster a culture that prioritises safeguarding. They implement clear policies and procedures that align with current statutory guidance. Leaders with designated safeguarding responsibilities work collaboratively and effectively with relevant external agencies, such as children’s services and the police. They refer concerns onwards to relevant agencies when appropriate.
50. Directors maintain close oversight of safeguarding. The safeguarding trustee regularly meets with safeguarding leaders to discuss issues, monitor trends and evaluate the effectiveness of the school’s actions. Directors undertake a thorough annual review of safeguarding policy and procedures.
51. Safeguarding leaders maintain safeguarding records through a secure online platform. These records document decisions and actions taken in response to any concerns or issues. Staff play a key role by logging disclosures and concerns using established processes. This clarity and accountability enable swift action, reducing risks and reinforcing a secure safeguarding culture across the school.
52. The training of staff is comprehensive. This includes thorough induction training and regular updates, including when there are changes to statutory guidance. As a result, staff remain knowledgeable about safeguarding issues, such as extremism and child-on-child abuse and take appropriate action when any potential concerns are identified. They escalate concerns swiftly and appropriately.
53. Leaders prioritise a culture of listening. Staff encourage pupils to raise any worries they might have with trusted adults. Pupils can access support through various mechanisms, including worry boxes, an online reporting button and the wellbeing hub. Pupils are well supported in school and staff take their concerns seriously and respond promptly to them.
54. PSHE lessons, external workshops and regular discussions help pupils understand how to keep themselves safe, including when online. For example, teaching about media and digital literacy develops pupils’ ability to critically evaluate sources, discern trustworthy information and challenge misleading narratives. The school implements suitable internet filtering and monitoring systems. The safeguarding team monitors these systems and regularly tests them for their efficacy. They take swift and appropriate action in the event of any inappropriate use.
55. Knowledgeable staff carry out all required pre-employment checks on adults who work with pupils, including those in the early years, before they commence working at the school. They maintain a suitable single central record of appointments (SCR) that accurately documents these checks. Staff files, including those for directors, supply staff and volunteers, contain the information required by current statutory guidance.

The extent to which the school meets Standards relating to safeguarding

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

School details

School	Radnor House Sevenoaks
Department for Education number	886/6018
Address	Radnor House Sevenoaks Combe Bank Drive Sevenoaks Kent TN14 6AE
Phone number	01959 563720
Email address	enquiries@radnor-sevenoaks.org
Website	www.radnor-sevenoaks.org
Proprietor	Radnor House Sevenoaks (Holdings) Ltd
Chair	Mr Ian Davies
Headteacher	Mr David Paton
Age range	2 to 18
Number of pupils	500
Date of previous inspection	26 to 29 April 2022

Information about the school

57. Radnor House Sevenoaks is an independent co-educational day school in Sevenoaks, Kent. It is overseen by a board of directors, who are supported by an advisory board. The school comprises four sections: early years for pupils aged 2 to 5 years; prep school, for pupils aged 7 to 11 years; senior school, for pupils aged 11 to 16 years; and sixth form, for pupils aged 16 to 18 years. The chair of the board has been in post since September 2024. The headteacher returned to the school in January 2024 having previously been the headteacher between September 2016 to September 2020.
58. There are 59 children in the early years setting, comprising two Nursery classes and one Reception class.
59. The school has identified 81 pupils as having special educational needs and/or disabilities. A very small proportion of pupils in the school have an education, health and care plan.
60. The school has identified 12 pupils as speaking English as an additional language.
61. The school states its aims are to prepare pupils for life beyond school by providing them with a strong academic foundation, essential skills and attributes and a moral compass to guide their choices. The school intends that all pupils can make outstanding individual achievements, reflecting the motto: 'celebrating every individual'. The vision is underpinned by four key values which the school intends to be central to school life: excellence, respect, courage and perseverance.

Inspection details

Inspection dates

11 to 13 November 2025

62. A team of five inspectors visited the school for two and a half days.

63. 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 directors
- 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.

64. 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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