

# School inspection report

14 to 16 April 2026

## **Bromley High School GDST**

Blackbrook Lane

Bickley

Bromley

BR1 2TW

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 provide extensive and purposeful opportunities for pupils throughout the school to engage with industry experts in diverse careers, such as law, artificial intelligence (AI), and science, technology, engineering and mathematics (STEM). These experiences deepen pupils' knowledge, spark curiosity and build the self-belief needed to pursue such careers.
2. In the early years, leaders implement an ambitious, well-sequenced curriculum that provides a secure platform for children to succeed in school and in later life. They demonstrate independence and confidence. Teachers establish consistent routines and maintain warm, purposeful relations with the children, rooted in a knowledge of how children learn.
3. The breadth and ambition of the curriculum enables pupils to achieve well, with judiciously sequenced provision from the early years to the sixth form. Leaders' 'middle school' initiative for pupils in Years 5 to 8 provides a carefully structured environment that strengthens pupils' confidence, social awareness and readiness for a smooth transition from the junior to the senior school.
4. Pupils achieve above the national average in public examinations. This reflects leaders' rigorous monitoring, teachers' confident and secure subject knowledge and extra support strategies that build pupils' confidence and promote a culture of enquiry.
5. Leaders ensure that teaching in the junior school is well matched to pupils' ages, aptitudes and needs, enabling secure and often accelerated progress. Teachers in the senior school do not always use class time to consistently maximise pupils' learning.
6. Leaders place pupils' wellbeing at the centre of the school's work. Provision, routines and relationships consistently promote a safe, supportive and nurturing environment. Leaders design spaces that help pupils feel safe, valued and emotionally secure and ensure that trusted adults maintain effective pastoral systems.
7. Positive relationships between staff and pupils create a climate of trust in which pupils feel listened to, supported and confident to express themselves, contributing to a purposeful learning environment. This promotes pupils' consistently positive attitudes, calm, respectful behaviour and mutually supportive relationships with each other. In lessons, pupils demonstrate curiosity, resilience and sustained engagement.
8. Staff provide wide-ranging and purposeful leadership opportunities, from 'pupil voice champions' in the junior school to the 'big sister' system in the senior school. Extensive pupil-led initiatives enable pupils to develop confidence and a sense of responsibility and to contribute to the school and wider community.
9. Leaders provide effective safeguarding arrangements that create a visible, accessible and well-embedded culture of vigilance, care and shared responsibility. Regular training ensures that staff remain alert to safeguarding risks. Clear systems of reporting enable concerns to be identified, escalated when necessary and managed consistently.

10. The combination of trust, oversight, reflective leadership and systematic evaluation secures coherent provision, consistent implementation of policies and a culture in which pupils are supported and well prepared for the next stage of their education.

## 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 consistency in the management of class time within the senior school to ensure all learning opportunities are maximised.

## Section 1: Leadership and management, and governance

11. Governors and the trustees provide rigorous oversight to ensure that leaders have the skills and knowledge required for their roles. Regular training, annual reviews, external audits and compliance checks, alongside frequent meetings with link governors, secure informed challenge across academic, financial and safeguarding areas. Governors' active engagement in school life and scrutiny of policies ensures that leaders promote the school's aims and ethos successfully and maintain high standards in daily practice. This results in consistent, accountable leadership, enabling the school to meet the Standards and ensuring that pupils benefit from well-led, well-organised provision.
12. Leaders take a strategic, research-led approach to curriculum design, aligning the junior and senior schools to ensure coherence and smooth transition. The 'middle school' initiative for pupils in Years 5 to 8 provides academic continuity and pastoral support as pupils manage the move from the junior to the senior school. Its shared pedagogy, spiral curriculum and progression route enable pupils to access increasingly challenging learning and develop confidence as they move through the school.
13. Well-established, systematic processes enable leaders to recognise and evaluate risks effectively, ensuring pupils' safety remains central to their decisions. Girls' Day School Trust (GDST) templates, together with regular training and ongoing review, support the clear identification, mitigation and monitoring of potential risks. External scrutiny and governance oversight strengthen practice further.
14. Leaders update and implement policies consistently through systematic review, regular training and clear communication. Transparent systems and ongoing oversight by governors and trustees ensure expectations are well understood by staff and pupils. Leaders ensure that all required information is accessible to parents, with policies published on the website and regular reports provided to parents on their child's progress and attainment.
15. Leaders maintain effective links with external agencies, including the local authority, children's services, GDST partners and safeguarding consultants. They also report to the local authority when pupils join or leave the school at times other than the standard transition points.
16. Leaders ensure that parents can access an appropriate complaints policy on the school's website. They respond promptly and effectively if parents raise any concerns. Leaders apply the policy transparently and maintain detailed records of any complaints and the actions taken to resolve them.
17. Leaders implement the school's accessibility plan proactively, improving physical access through dropped kerbs, new paving and a ramp, and working with agencies such as the Sensory Support Service to meet their responsibilities according to the Equality Act 2010. This ensures that pupils who have additional needs can access the full curriculum and wider school life. Leaders provide relevant information to the local authority related to pupils' education, health and care plans (EHC plans), including information relating to finance and funding.
18. In the early years, leaders' knowledge of child development informs well-designed provision that establishes secure foundations for learning. As a result, the youngest pupils develop the skills, confidence and curiosity needed to thrive in school and beyond.

## 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. Leaders provide a broad, ambitious and coherently structured curriculum. Schemes of work reflect a progressively sequenced curriculum that builds on prior learning. They ensure continuity across the junior and senior sections of the school through a whole-school curriculum and strengthened transition arrangements delivered through the 'middle school' initiative. As a result, pupils build knowledge securely over time and move confidently between successive stages of their educational journey.
21. Across subjects, pupils communicate clearly, listen attentively and apply literacy and numeracy skills with assurance. Teachers use modelling, structured feedback and purposeful discussion to deepen understanding, enabling pupils to acquire and apply knowledge confidently and achieve well across the curriculum. For example, pupils in Year 5 write their own gaming programmes and pupils in Year 8 use tonal contrast in art to emphasise 3D effects.
22. Effective teaching is evident in the junior and senior schools. Teaching in the junior school is well matched to pupils' ages, aptitudes and needs. For example, a Year 5 mathematics lesson offered five levels of challenge within a task, ensuring that all pupils remained engaged and appropriately stretched. In the senior school, secure subject expertise underpins well-sequenced lessons that revisit and consolidate prior learning. This enables pupils to build confident understanding and develop increasingly refined analytical and evaluative skills. However, inconsistencies in the management of class time in some lessons mean that not all learning opportunities are maximised.
23. Pupils make good progress across the school, with many achieving above the national average at GCSE and A level. Effective strategies are implemented to support and enable pupils to make good progress. These include targeting underperforming pupils through daily mentoring and identifying and providing one-to-one pastoral support for pupils who require help in building their confidence.
24. Pupils who speak English as an additional language (EAL) benefit from structured support, such as the use of repetition, modelling and visual scaffolds. This enables them to access lesson content securely and develop their English proficiency.
25. Staff use systematic processes to identify pupils who have special educational needs and/or disabilities (SEND). These include assessment, staff referrals and focus groups led by the leader of provision for pupils who have SEND. Teachers meet their needs through effective strategies and tailored resources, enabling them to make good progress. For example, they use a dark background on an electronic whiteboard in computer science to make information easier to process for pupils who experience visual stress. Teachers ensure that pupils who have SEND understand instructions by checking in with them first after whole-class explanations, enabling prompt clarification and effective support.
26. Teachers deploy effective assessment practices consistently. Retrieval tasks, questioning, peer- and self-assessment and systematic review of work provide teachers with accurate information about pupils' understanding and recall. Regular assessments and teachers' written and verbal feedback help pupils to address misconceptions and extend their knowledge and skills.
27. Pupils demonstrate sustained effort, responsibility and clear self-motivation. They show focused engagement in lessons, a willingness to work both independently and collaboratively, and a determination to improve. This results in consistently positive attitudes amongst pupils and good

progress. For example, in a Year 13 revision lesson, pupils adopted the role of the teacher to explain concepts to their peers, developing their own understanding and consolidating key knowledge.

28. Leaders provide a broad range of extra-curricular activities and enrichment opportunities that extend pupils' interests and deepen their awareness of future pathways. In the sixth form, the electives programme enables pupils to explore specialist areas such as STEM, medicine, dentistry and veterinary science, to engage in enterprise projects and to connect with professionals from fields such as architecture and television production. The senior school's 'women's health society' further supports pupils' personal development by building their knowledge, confidence and understanding of issues relating to female wellbeing. In the junior school, a wealth of clubs, fixtures and competitions, alongside sports, creative, musical and academic activities, help pupils develop teamwork, trust and a sense of belonging.
29. In the early years, children experience a broad, balanced and well-planned curriculum that promotes curiosity, early academic foundations and a love of learning. There is a well-sequenced curriculum, and consistent routines lead to good progress in early literacy, numeracy, communication and physical development. Staff match activities closely to children's developmental needs. Staff use rich vocabulary, precise modelling and high-quality interactions to deepen children's language, thinking and curiosity. Children benefit from a broad range of engaging experiences, including daily stories, songs and purposeful outdoor activities, enabling them to sustain focus, develop independence and build secure foundations for Year 1.

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

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

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

31. Positive, supportive relationships between pupils, and between pupils and staff, build mutual trust and respect. Leaders create a culture of kindness and support through effective pastoral systems, the celebration of neurodiversity and pupil-led initiatives, where pupils share passions, practise leadership and build confidence.
32. Leaders develop pupils' moral awareness and understanding effectively by providing regular opportunities for reflection, discussion and ethical decision-making through personal, social, health and economic education (PSHE) and assemblies. In PSHE, pupils learn about and debate topics such as consent, healthy relationships, discrimination, online safety and the impact of personal choices, enabling them to develop moral maturity. Restorative conversations are used effectively to explore and resolve friendship issues between pupils. Initiatives such as the junior school 'choices ladder' enable pupils to explore expectations and consequences.
33. Religious studies teaching and pupils' engagement in creative work promote pupils' spiritual awareness and appreciation of the non-material aspects of human experience. Collaborative hymn singing provides shared moments of reflection and aesthetic appreciation that develop pupils' spiritual development.
34. Staff successfully promote calm, purposeful and respectful behaviour across the school. They implement an effective anti-bullying strategy, which includes clear reporting systems and swift, appropriate responses to the rare instances of bullying. Pupils show a secure grasp of right and wrong. They create a 'pupil charter' that sets out the behaviours needed for an orderly learning environment, rooted in the school's core values of courage, curiosity and compassion.
35. Leaders develop pupils' self-esteem and self-confidence highly effectively through well-designed pastoral structures and a wide range of meaningful experiences, such as 'wellbeing Wednesday' assemblies in the junior school and pupil-led assemblies in the senior school. Leaders identify key pressure points across the year. During these times, they embed targeted mental health strategies, such as positive, confidence-building language to strengthen pupils' resilience. Collaborative learning, competitions in sport and music and enrichment activities further enable pupils to recognise their strengths and develop independence.
36. Leaders implement a well-structured relationships and sex education (RSE) programme through PSHE lessons, assemblies and dedicated days, during which the usual timetable is suspended. They ensure that clearly sequenced and age-appropriate subject content is aligned with pupils' developmental needs. For example, in Years 5 and 6, pupils learn about puberty, and in Year 7 and 8, pupils learn about relational aggression. Pastoral systems, restorative approaches and safeguarding education reinforce this provision, enabling pupils to develop emotional self-awareness, understand healthy relationships and make informed, responsible choices.
37. Staff provide well-planned physical education (PE) which promotes pupils' physical, social and emotional development successfully. Knowledgeable teaching across athletics, aquatic activities, team and individual sports, gymnastics, dance and fitness enables pupils to make good progress and develop confidence in physical activity.

38. Leaders' effective management of health and safety ensures that the premises are suitably maintained. Wellbeing hubs, libraries and sensory rooms promote pupils' emotional security. Leaders instigate regular fire evacuation drills so that pupils and staff know how to respond in an emergency. Leaders implement regular checks and maintenance, including of fire safety equipment, electrical and water systems.
39. Pupils benefit from the provision of suitable accommodation to support their medical needs. Staff qualified in first aid, including paediatric first aid, provide appropriate medical care to any pupils who are injured or unwell. Staff ensure the safe storage of medicines and maintain accurate records of the administration of first aid and medication.
40. Leaders ensure that the admission and attendance registers are maintained effectively and meet statutory requirements. Leaders monitor systems closely and use information proactively to support pupils' punctuality and attendance.
41. Leaders plan activities in the early years highly effectively to promote children's personal, emotional and physical development. Structured routines, purposeful play and positive modelling of behaviour help children develop early responsibility, empathy and social awareness. Children develop their physical skills through activities such as painting and modelling and play with balance equipment to support development of fine- and gross-motor skills. Regular outdoor experiences strengthen collaboration, problem-solving and resilience. As a result, children show high levels of enjoyment, perseverance and wellbeing.
42. Leaders' effective deployment of staff supports pupils' sense of security and self-confidence by providing suitable supervision throughout the school day, and especially at breaktimes and during extra-curricular activities. Staff in the early years provide consistently vigilant supervision to support children's safety and wellbeing throughout the day. Staff monitor children during mealtimes to minimise the risk of choking. Leaders ensure that there is always a member of staff trained in paediatric first aid on duty, with staff positioned so that pupils remain within sight and sound at all times. Staff hand children over to parents at the end of the day using secure and well-established procedures to enhance children's safety.
43. Leadership roles help to develop pupils' sense of capability and contribution. As a result, pupils grow in confidence, self-awareness and assurance in their learning and wider school life. In the senior school, the prefect and wider leadership systems provide purposeful responsibilities that enable pupils to influence school life positively. Pastoral prefects receive clear guidance and training, allowing them to support younger pupils effectively. Leadership opportunities, such as the 'big sister' system, subject ambassadors and mental health leads, help pupils grow as responsible, capable leaders. In the junior school, roles such as librarians, house captains, digital leaders and 'pupil voice champions' provide meaningful, age-appropriate responsibilities for pupils.

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

**44. All the relevant Standards are met.**

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

45. Leaders actively promote British values through teaching, pastoral systems and purposefully designed opportunities for pupils to debate ethical issues. Pupils in the sixth form visit parliament and participate in the Model United Nations. Older pupils lead whole-school mock elections. As a result, pupils develop a secure understanding of democracy and the rule of law.
46. Leaders embed a culture of individual liberty, mutual respect and tolerance through inclusive teaching, PSHE, assemblies and initiatives such as the diversity committee, set up by pupils to raise the profile of protected characteristics. The committee organises events such as a 'cultural catwalk' and 'Pride picnic', which reinforce mutual respect and understanding of other cultures. Consequently, pupils understand difference and engage respectfully with others. In lessons, teachers create a respectful, supportive classroom climate where differences are understood and valued. Leaders use PSHE and assemblies to teach pupils the importance of liberty and respect for different cultures and beliefs.
47. Leaders develop pupils' social and cultural knowledge effectively through the curriculum, pastoral support and extensive enrichment. Themed events, including a senior school world religions assembly, cross-school initiatives such as the middle school's 'talk it out' programme, where pupils in Years 5 to 8 debate contemporary societal issues, and a range of community partnerships, such as visits to local care homes, collectively broaden pupils' perspectives. Pupils build social skills, cultural awareness and a secure sense of belonging, preparing them well for life beyond school.
48. Leaders prepare pupils for life in British society through PSHE lessons, enrichment and structured discussion that develop their understanding of democracy, social responsibility and real-world issues. Staff teach the PSHE theme 'living in the wider world' through a cumulatively planned curriculum that revisits and deepens key concepts, allowing content to be adapted to real-world events and emerging issues. Clear expectations, collaborative learning and leadership roles reinforce principles of respect and responsible decision-making. As pupils progress through the school they show growing awareness of their future pathways and their role within society.
49. Leaders encourage pupils to show initiative and contribute positively to the school and wider community. Pupils shape school systems, for example, by developing an online support platform, and participate in community projects, such as exhibiting artwork at the local train station, leading activities in a residential home and supporting local charities. Pupils develop confidence, social responsibility and an understanding of how they can make a positive difference.
50. Leaders support children's social development in the early years through structured routines, purposeful play and positive relationships with staff. Through carefully planned resources and explicit modelling, teachers support children to develop key social skills, such as how to share and take turns. Outdoor learning experiences develop children's collaboration and problem-solving skills, while the PSHE curriculum develops their emotional literacy. Children interact kindly, understand how their actions affect others and build secure foundations for future social development.
51. Leaders provide a well-sequenced careers curriculum spanning junior and senior schools. Leaders ensure that pupils have early exposure to industry experts in diverse fields such as AI, law and STEM. Pupils make informed decisions at key transition points and develop clear aspirations for post-16

and post-18 pathways, including apprenticeships and overseas universities. Pupils in Years 5 to 8 gain early exposure to the world of work through a well-planned careers event that draws on the real-life experiences of parents and alumni, including through talks from professionals such as a videographer, radiographer and anaesthetist. By Year 11, all pupils undertake work experience, giving them practical insight on which to base future choices. Pupils in the sixth form receive dedicated one-to-one mentoring throughout the university application process, with the vast majority of pupils securing their first-choice destinations, almost half of whom progress into STEM fields.

52. Junior school pupils develop financial awareness through lessons on money management and personal finance. Leaders develop older pupils' economic education effectively through practical real-world experiences. Middle school pupils run a virtual pizza company, making financial and operational decisions, while pupils in the sixth form participate in the GDST's 'leadership enterprise advanced diploma' (LEAD) programme, designing and selling products such as cases for the school's electronic personal devices. Pupils develop financial capability and a clear understanding of how businesses operate.
53. Leaders give pupils a broad knowledge of, and respect for, public services through real-world encounters and community engagement. These include visits from the fire brigade and police in the early years and wider partnerships across the school for older pupils, such as those in the sixth form volunteering support in swimming for disabled children at a local special school. Pupils gain an informed appreciation of the role and importance of public institutions in British life.
54. Staff introduce political issues in a balanced and age-appropriate manner through curriculum teaching and structured discussion. Staff ensure that differing viewpoints are presented fairly and encourage justification, critical thinking and respectful debate. Pupils consider multiple perspectives and form reasoned, informed opinions.

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

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

## Safeguarding

56. Leaders safeguard pupils highly effectively by embedding a robust safeguarding culture. Leaders respond to safeguarding concerns promptly and systematically. Staff record issues on a centralised system and the well-trained safeguarding leadership team reviews these regularly. Records contain clear chronologies, documented actions taken and considered reflections when cases are closed. This enables timely interventions, such as the creation of individual support plans, making referrals to external agencies, seeking local authority advice and co-ordinating support through pastoral teams to mitigate identified risks. Leaders maintain robust filtering and monitoring systems for online activity, which they test regularly through external verification to ensure that they remain effective in protecting pupils from inappropriate or harmful content.
57. Staff receive regular, high-quality safeguarding training, including comprehensive induction, weekly briefings and annual updates. This ensures that they recognise concerns and report them promptly. Recent staff training on emerging issues, such as generative AI, strengthens their ability to identify and respond to contemporary risks.
58. Leaders implement robust recruitment procedures, with all required checks completed and accurately reflected on the single central record (SCR). Leaders also ensure that external providers using the site meet the school's safeguarding expectations.
59. Pupils learn how to keep themselves safe through co-ordinated pastoral structures, online safety teaching and age-appropriate curriculum content. Pupils identify trusted adults to whom they can report any concerns. Suitably trained staff support pupils' mental health and emotional wellbeing. Pupils communicate their feelings confidently and know how to stay safe outside school.
60. Governors and trustees provide robust oversight of safeguarding arrangements through a dedicated safeguarding committee which monitors arrangements within the school, reviews practice and challenges, if appropriate. The governor with responsibility for safeguarding meets regularly with the safeguarding team to review logs and quality assure any actions taken. Governors undertake an annual review of the safeguarding policy to confirm that it remains compliant with statutory requirements and reflects current guidance. Trust-wide collaboration further strengthens governance, with safeguarding governors meeting annually to share expertise and good practice.

### The extent to which the school meets Standards relating to safeguarding

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

## School details

<b>School</b>	Bromley High School GDST
<b>Department for Education number</b>	305/6073
<b>Registered charity number</b>	306983
<b>Address</b>	Bromley High School Blackbrook Lane Bickley Bromley Kent BR1 2TW
<b>Phone number</b>	020 8781 7000
<b>Email address</b>	bhs@bro.gdst.ne
<b>Website</b>	<a href="http://www.bromleyhigh.gdst.net">www.bromleyhigh.gdst.net</a>
<b>Proprietor</b>	Girls' Day School Trust
<b>Chair</b>	Mrs Vicky Tuck
<b>Headteacher</b>	Mrs Emily Codling
<b>Age range</b>	4 to 18
<b>Number of pupils</b>	887
<b>Date of previous inspection</b>	20 to 22 June 2023

## Information about the school

62. Bromley High School is a day school for female pupils. The school first opened in central Bromley in 1883 and moved to its current location in 1981. The school is divided into early years, a junior school, senior school and a sixth form. The school is part of the Girls' Day School Trust, which is a registered charity controlled by a council of trustees. There is also a local governing body for the school.
63. There are 27 pupils in the early years comprising two Reception classes.
64. The school has identified 96 pupils as having special educational needs and/or disabilities. A small proportion of pupils in the school have an education, health and care plan.
65. The school has identified English as an additional language for four pupils.
66. The school states that its aims are to foster a love of learning that enables its pupils to fulfil their intellectual potential and to prepare them for life beyond school and the responsibilities they will hold within the wider world. It aims to do this through an outstanding range of co-curricular opportunities, supporting its pupils in growing into committed, composed, confident and courageous young women.

## Inspection details

### Inspection dates

14 to 16 April 2026

67. A team of eight 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 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
- 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](http://www.isi.net)**.

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