ISI Independent Schools Inspectorate

School inspection report

17 to 19 March 2026

Chepstow House School

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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 have created a warm and caring community that embodies the school's aims to create a happy, stimulating environment, where pupils are known as individuals. Leaders ensure that staff understand expectations and prioritise the wellbeing of pupils. They know the school well and act in a timely way to bring about improvements. The governing body maintains effective oversight of all aspects of school life. Governors offer appropriate support and challenge to leaders through scrutiny of policies, reports and visits. Collectively, leaders and governors ensure that the requirements of the Standards are met.

2. Leaders implement a well-planned and well-delivered curriculum, carefully considering what pupils need to learn, from the early years through to Year 6. Pupils are well supported to develop essential knowledge and skills, including foundational knowledge in reading, writing and mathematics. Teachers know their subjects well and plan interesting and engaging activities that enthuse pupils. Many teachers use a range of assessment information effectively to identify and support pupils to make the progress of which they are capable. However, in some lessons, pupils with higher prior attainment are not consistently identified and supported. As a result, some pupils, do not always receive consistent challenge in class.

3. Leaders in the early years are knowledgeable about the ways in which the youngest children learn and develop. They provide a well-planned curriculum that helps children to develop important early reading, writing and communication skills. Staff are responsive to the children's evolving needs and support children to engage in independent learning and explore their own interests. Children's experience in the early years lays a solid foundation for them to transition effectively to Year 1.

4. Leaders ensure that pupils' physical and emotional wellbeing and mental health are well supported. Through the curriculum, pupils learn about how to care for their own emotional and physical health. Pupils are highly respectful towards one another and staff. Positive relationships between pupils, and between staff and pupils, are evident. Incidents of behaviour or bullying are well managed. Leaders ensure that the school's premises are well maintained, including requirements for health and safety.

5. Leaders maintain a purposeful culture that supports pupils' development and readiness for life in British society. Through a range of activities and responsibilities, pupils take responsibility and develop an awareness of the wider community. Pupils develop an understanding of important social, cultural and moral issues in modern society. They learn about values such as equality, respect and tolerance through a wide-ranging curriculum. As a result, pupils are responsible and kind in the school and local community.

6. Knowledgeable and skilled leaders prioritise the safeguarding of pupils. Staff receive appropriate and timely training and contribute to a robust and effective culture of safeguarding. Pupils know how to keep themselves safe, including when online, and have trusted adults who listen and respond promptly when they seek help. When needed, leaders work effectively with an array of external agencies to seek specialist support for pupils.

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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:

- ensure that teachers fully take account of assessment information when planning lessons in order to consistently support pupils with higher prior attainment.

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Section 1: Leadership and management, and governance

7. Governors ensure that the school's aims and ethos are put into practice, offering guidance and challenge to leaders and staff when needed. Governors ensure that leaders take part in regular training and continually improve their skills and knowledge, so that they are up to date with the latest statutory guidance. Governors undertake a range of activities to ensure that they have effective oversight of the implementation and review of policies and procedures. They ensure that the requirements of the Standards are met consistently.

8. Leaders promote an inclusive, respectful and caring environment for pupils to learn. A culture of kindness and respect for all is promoted and evident in the way that pupils interact with their peers, across year groups and with staff. Relationships between pupils and staff enable pupils to feel safe and confident. Leaders promote an ethos of valuing each pupil as an individual within a family community and allowing each pupil to be the person they want to be.

9. Leaders have a precise understanding about the things that are working well in the school and where there are areas for improvement. Their self-evaluation is created collaboratively. They use a range of pupil, parent and staff views to inform their understanding about the school's effectiveness. They monitor the quality of provision closely, so that they can act swiftly to bring improvements, such as in teaching or behaviour.

10. Leaders of the early years are knowledgeable about the statutory requirements for children's learning and development. They have developed a well-organised curriculum that is delivered appropriately, ensuring that all areas of learning are well planned and adapted to children's needs. They use an appropriate range of assessments to identify and support children's next steps. They ensure that the learning environment and resources, both indoors and outdoors, support the delivery of the curriculum.

11. Leaders provide appropriate information to parents and other external professionals, often through the school's website. Policies are reviewed regularly to reflect current practice and statutory guidance. Parents receive regular detailed and informative reports about their child's attainment and progress, including in the early years.

12. Leaders ensure that they provide relevant information to external agencies, as required. For example, they maintain effective links with external professionals for safeguarding and mental health and work closely with them, when necessary. They provide information to the local authority about pupils who leave and join the school at non-standard transition points. Leaders understand their responsibilities to report on funding and finance for the very small number of pupils who have an education, health and care plan (EHC plan).

13. Leaders manage risk effectively. They are vigilant about potential risks and take suitable steps to mitigate them. There is an array of risk assessments, including those for the premises, curriculum and off-site activities. These are detailed, appropriate and reviewed regularly. Leaders work closely with staff and parents to ensure that all reasonable action is taken to consider and respond to risks. For example, providing road awareness and cycling proficiency programmes for children, to support pupils who travel to school independently.

14. The school has a suitable complaints policy. Complaints are dealt with in line with stated procedures and timescales. Governors check on the appropriateness of leaders' approaches to dealing with

complaints. Leaders and governors ensure that any learning points taken from complaints are enacted thoroughly.

15. The school meets its duties under the Equality Act 2010. Leaders implement an appropriate and well-considered accessibility plan that is reviewed routinely. Leaders ensure that they plan effectively to ensure that all pupils are able to fully access the premises and curriculum.

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

16. All the relevant Standards are met.

Section 2: Quality of education, training and recreation

17. The curriculum is broad and provides a balanced range of academic, creative and physical education (PE). Leaders and staff collaborate across year groups to ensure that the curriculum plans to support pupils' progression, as they get older. The content is well sequenced and organised to ensure that pupils develop subject knowledge and skills in an age-appropriate way, starting in the early years through to Year 6.

18. Leaders invest in ensuring that the curriculum provides lots of opportunities for pupils to develop important foundational knowledge and skills. For example, leaders provide lots of time in the curriculum to promote reading, such as through daily reading activities, the use of a wide range of play scripts, fiction and non-fiction books, topic-based reading lists and an intense focus on developing pupils' vocabulary. This planning aims to support pupils to have the important foundational skills to be ready for their transition to secondary school.

19. Teachers are knowledgeable and well trained to deliver the school's curriculum. Where required, specialist teachers teach several subjects, including art, music, sport, coding, French, science and drama. Teachers use a range of resources and a variety of tasks that engage and enthuse pupils in their learning, such as when investigating the diets of dinosaurs. Staff are skilled in supporting pupils to use a range of technology to enhance their learning experiences. Pupils develop increasingly sophisticated skills in the use of technology to inform their learning.

20. Leaders identify the needs of pupils who have special educational needs and/or disabilities (SEND) appropriately. They provide staff with training that supports inclusive practice. Staff support pupils who have SEND through targeted strategies in lessons. Where needed, pupils access additional intervention and support, such as in phonics, social development, booster groups, programmes to support emotional regulation and for pupils as they transition to different year groups and secondary schools. The actions of leaders and staff ensure that pupils who have SEND can access the curriculum effectively, alongside their peers.

21. The small number of pupils who speak English as an additional language (EAL) are identified by leaders and supported effectively. This support is provided in lessons and in additional sessions, if required. Pupils who speak EAL develop linguistic skills and a command of reading, writing and speaking in English that allows them to learn and achieve.

22. Leaders track attainment carefully across subject areas using a range of assessment information. They use this information to identify pupils who need additional help. They work closely with staff to put suitable support in place promptly, allowing pupils to keep up with their peers. Over time, pupils learn the intended curriculum effectively and develop important knowledge and skills that prepare them well for secondary school.

23. However, teachers do not consistently use the range of assessment information to identify those pupils who are ready to apply their learning in more complex ways. Some pupils, often with higher prior attainment, access work that does not consistently challenge them.

24. Leaders in the early years provide a well-planned curriculum, balancing adult-led and child-initiated activities. Staff develop children's foundational skills in early reading, writing and mathematics. Leaders prioritise the development of children's language and communication through modelling by adults. Staff deliver the intended phonics curriculum adeptly and use this to support children's early

writing and mark making. The curriculum is enriched by a variety of experiences, for instance visits to the library and buying fruit on Portobello Road. Leaders identify children in need of extra help, including those who have SEND, and provide timely support. Through a wide-ranging and well-considered curriculum, leaders ensure that children are well supported to transition to Year 1.

25. Leaders broaden pupils' experience through a wide range of extra-curricular activities, such as magic club, orchestra, science club and several different sports. Many pupils actively engage with these opportunities, which provide enjoyable and purposeful ways for pupils to broaden their experiences.

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

26. All the relevant Standards are met.

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

27. Leaders and staff actively promote pupils' mental health and emotional wellbeing. Well-established routines, consistent expectations and warm relationships help pupils feels safe and secure. Staff intervene promptly when concerns arise but also encourage and support pupils to take responsibility and resolve issues independently, where appropriate. Pupils report their concerns to staff or through other ways, such as classroom worry boxes. Teachers and leaders regularly act in a timely manner.

28. Leaders promote the physical and emotional development of children in the early years through a well-planned and balanced curriculum. Staff working in the Nursery and Reception classes ensure that children are in a safe environment, which helps develop their confidence, self-esteem and overall wellbeing. They are taught how to understand their own feelings and those of others. They are supported to develop their language and communication skills, so that they can explain how they are feeling. Their fine and gross motor skills are developed through a series of well-planned indoor and outdoor activities. Their PE lessons and structured play help them to learn how to throw, catch, roll, stretch, climb and balance.

29. The personal, social, health and economic education (PSHE) curriculum and relationships and sex education (RSE) programme is well planned, supported by a suitable scheme of work, and is age-appropriate. This programme is delivered by well-trained staff, who support pupils to understand important topics such as healthy relationships, consent and friendships. Lessons are approached in a respectful manner by both pupils and staff. Parents are provided with relevant information about the content of the programmes, as required. Parents are also provided with opportunities to learn more about the curriculum, for example through annual workshops.

30. A well-planned, well-taught and varied PE curriculum encourages pupils to develop their skills in, and understanding of, different sports. Through PE and the PSHE curriculum, pupils also develop a thorough understanding of the importance of fitness and healthy lifestyles, such as healthy eating and sleep. The curriculum is enhanced through activities to widen pupils' experiences, such as a visit from a professional netball player and a trip to Lord's Cricket Ground. As they get older, pupils take part in an array of competitive sports, such as a girls' football tournament at St George's Park. Through these opportunities, pupils develop an appreciation for sportsmanship, resilience and teamwork.

31. Leaders have implemented appropriate policies and procedures related to behaviour and anti-bullying. Leaders ensure that the school's strategy is understood and implemented effectively by staff and pupils. Staff promote a consistent and fair approach and deal with any concerns appropriately. Pupils are supported to be reflective about their actions and to take responsibility. As a result, pupils are respectful to each other and towards staff, behave well and bullying is rare.

32. Admission and attendance registers are maintained accurately. Leaders actively monitor attendance and follow up on absences promptly. They review trends in attendance information so that emerging concerns about pupils' absences are identified early. The school collaborates with parents and outside agencies constructively where there are concerns about pupils' attendance. Leaders' work ensures that most pupils maintain high levels of attendance and punctuality.

33. Leaders ensure that they adhere and maintain effective procedures related to health and safety, including fire safety. Staff are well trained and vigilant to any signs of concern. Any concerns are reported and acted upon in a timely manner. As a result, the premises are well maintained and provide a safe environment for pupils and staff. Pupils are appropriately supervised, including in the staffing ratios and organisation in the early years.

34. Appropriate first aid arrangements are in place for pupils who become unwell, are injured or who have specific medical needs. Staff are well trained and undertake their roles appropriately, including those who are responsible for paediatric first aid. Accommodation and record-keeping are maintained appropriately.

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

35. All the relevant Standards are met.

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

36. Leaders ensure pupils develop a progressive understanding of how to contribute positively to their school and wider community. For example, many pupils take on responsibilities such as becoming leaders in Year 6, as well as sports captains and diversity champions. Pupils participate in charity work, including organising food donations to The Salvation Army, which are delivered by pupils in Year 5, and raising money for charity through swimathon and readathon events, poppy sales and organising litter picking.

37. Leaders help pupils to develop an age-appropriate understanding of British values, such as democracy, equality and the rule of law. For example, pupils gain an understanding of democracy through voting for the school council and positions of responsibility. Pupils take part in classroom debates to discuss topics such as how Parliament works and whether school uniform should be worn. They write to the Prime Minister and The Bank of England about topics that are important to them. For example, pupils in Year 6 research and advocate equality in pay and conditions, regardless of gender.

38. Leaders support pupils, in an age-appropriate way, to understand the importance of respect and tolerance. For example, through the PSHE curriculum and other planned opportunities, pupils develop a thorough understanding of different faiths, cultures and beliefs. Pupils take on practical activities, such as leading whole-school assemblies, where they actively celebrate different faiths and religions. Through these experiences, pupils are taught about kindness and respect.

39. Pupils benefit from a curriculum that develops pupils' social skills and their understanding of right and wrong. Staff promote this through the PSHE curriculum, where pupils learn about feelings, respectful behaviour and the impact of their actions. For example, the youngest children in the early years are taught about the importance of taking turns and listening. Staff model these behaviours in their positive interactions with children throughout the day. Pupils work collaboratively, for instance through art projects and friendship days, with activities that help foster a sense of belonging across the whole school community.

40. Pupils develop an understanding of important issues that prepare them to live as responsible citizens in British society. For example, pupils learn about the different public bodies in Britain, starting with the youngest children, who learn about the people who help them, such as the police and nurses. Pupils learn about different careers through visiting speakers during careers week and different jobs that they might consider as they get older. Pupils are actively encouraged to think about protecting the environment, for example through actively participating in recycling and learning about the impact of single-use plastics.

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

41. All the relevant Standards are met.

Safeguarding

42. Leaders and governors collectively ensure that safeguarding arrangements are effective and in accordance with current statutory guidance. Processes and systems are outlined appropriately in a safeguarding policy that is available via the school's website.

43. Governors are well trained and provide effective oversight of safeguarding. The safeguarding governor checks on the effectiveness of leaders' work through an array of activities, such as routine visits to the site, review of documentation, talking with staff and pupils, and checking on leaders' actions for vulnerable pupils. Regular information is provided to other governors, often through governing board meetings, and is reviewed thoroughly. As a result, governors have an accurate and thorough understanding of safeguarding policies and practice across the school. They ensure that leaders are undertaking all reasonable action to keep pupils safe.

44. Leaders with responsibility for safeguarding are knowledgeable and appropriately trained. They act quickly when concerns are raised. They meet regularly to review their practice to ensure that they are meeting the needs of the pupils. They ensure that records are maintained thoroughly and clearly. Leaders work effectively with external agencies, such as children's services and mental health teams, to ensure that pupils get the timely help that they need.

45. Staff are well trained in their safeguarding responsibilities. New staff receive induction training and all staff receive regular training and updates, including through a weekly pastoral meeting. Safeguarding practice is consistent across the school, including in the early years, where policies and processes related to aspects such as supervision and the use of online devices are strictly adhered to. Training supports staff to identify and report low-level concerns about adults working with pupils. Consequently, staff are vigilant to any signs of concern and report these appropriately using the school's online system.

46. Leaders and staff ensure that they actively promote and educate pupils about how to report their concerns. Through the curriculum teaching, assemblies, posters in classrooms and visiting speakers, pupils are provided with lots of information about how to keep themselves safe, including online, and who they can speak to if they are worried. Suitable monitoring and filtering systems are in place and tested regularly. Leaders act appropriately when any concerns are raised.

47. Leaders ensure that parents are provided with an array of information about how they can support keeping their child safe. For example, the school hosts coffee mornings for parents, where contextual pastoral and safeguarding matters are discussed, as well as providing parents with an online information resource to support them further.

48. Staff responsible for recruitment have the appropriate skills and knowledge. Leaders ensure that pre-employment checks are carried out appropriately on adults before they start working with pupils. The single central record of appointments (SCR) and staff files are maintained accurately and are routinely checked by leaders and governors.

The extent to which the school meets Standards relating to safeguarding

49. All the relevant Standards are met.

School details

School	Chepstow House School
Department for Education number	207/6005
Address	Chepstow House School 108a Lancaster Road Notting Hill London W11 1QS
Phone number	020 7243 0243
Email address	info@chepstowhouseschool.co.uk
Website	www.chepstowhouseschool.co.uk
Proprietor	Alpha Plus Group Limited
Chair	Mr Mark Snell
Headteacher	Mrs Angela Barr
Age range	2 to 11
Number of pupils	381
Date of previous inspection	11 to 12 January 2023

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Information about the school

50. Chepstow House School is a co-educational independent day school located in Notting Hill, London. The school opened in 2010 and was previously inspected by Ofsted. It was first inspected by ISI in January 2023. The proprietor is Alpha Plus Group Limited. Alpha Plus Group Limited joined the Inspired Education Group network of schools in 2023. Trustees, who work for Inspired Education, take on roles within the governing body. The chair of the proprietor board took on the role in 2023.

51. The school comprises three sections: Nursery and Reception, for children aged between two and five years; Years 1 and 2, for pupils aged between five and seven years; and Years 3 to 6, for pupils aged between seven and eleven years.

52. There are 108 pupils in the early years, comprising three Nursery and three Reception classes.

53. The school has identified 59 pupils as having special educational needs and/or disabilities. A very small number of pupils in the school have an education, health and care plan.

54. The school has identified English as an additional language for a small number of pupils.

55. The school states that its aims are to provide a happy, stimulating learning environment that caters for the needs of individual children. It seeks to enable effective learning across the school through a broad-based and balanced curriculum and the highest standards of teaching with effective planning, delivery and evaluation. Leaders endeavour to instil in children a high level of self-esteem and confidence in their own worth, to encourage pupils to apply themselves diligently to tasks and develop positive attitudes in their work and in their personal relationships, and to help pupils acquire skills and knowledge relevant to life. Leaders encourage pupils to develop a sensitivity to the needs of others and they instil respect for religious, moral and cultural values, tolerance of other races, religions and ways of life, and recognition of the rights of all, irrespective of race, creed, gender or impairment. They encourage participation and enjoyment in all creative and aesthetic areas of the curriculum, and develop sound, purposeful home-school links based on mutual trust and understanding.

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Inspection details

Inspection dates	17 to 19 March 2026

56. A team of four inspectors visited the school for two and a half days. The on-site inspection was quality assured by a monitor.

57. 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.

58. The inspection team considered the views of pupils, members of staff and parents who responded to ISI's pre-inspection surveys.

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- 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.
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