ISI Independent Schools Inspectorate

School inspection report

18 to 20 November 2025

Connaught House School

47 Connaught Square

Hyde Park

Westminster

London

W2 2HL

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. The proprietor ensures that leaders and staff have high levels of skills and knowledge so that they fulfil their responsibilities effectively. The proprietor is diligent in overseeing the school's success in meeting the Standards and also plays a key role within the leadership team. Leaders undertake frequent and rigorous evaluations of provision to identify measures to promote all aspects of pupils' wellbeing. They provide parents with detailed information about all areas of school life and the ways in which they can help their child to benefit from the school's provision. Leaders have a thorough understanding of potential risks to pupils in the school and manage these effectively. They pay close attention to legal requirements and statutory guidance in drawing up policies and procedures.

2. Leaders continually evaluate the curriculum to ensure that it meets pupils' needs and prepares them well for the next stages in their education. They make strategic decisions based on their assessments of pupils' achievements and progress, monitoring teaching and learning effectively to ensure the successful implementation of new initiatives. As a result, pupils make good progress and attain well throughout the curriculum. They attain particularly high standards in art and in public speaking in response to specialist teaching and careful curriculum planning. Leaders are highly attentive to the individual needs of pupils who have special educational needs and/or disabilities (SEND) and those who speak English as an additional language (EAL). They put effective measures in place to assess their needs and provide suitable support. Teachers are diligent in identifying the means by which each pupil in the school can be best supported and challenged within lessons. They provide activities and feedback which prompt pupils to use new knowledge to solve complex problems.

3. Leaders implement a range of highly effective and personalised procedures and strategies to promote pupils' mental health and emotional wellbeing. They promote a culture of mutual support and respect through the personal, social, health and economic education (PSHE) curriculum and daily routines. Pupils acquire a mature sense of self-confidence through the individual support and encouragement provided by adults throughout the school. They learn to value friendship, kindness and the school's close-knit community. Staff prompt pupils to recognise and appreciate non-material aspects of life, but there are limited planned opportunities for pupils to develop their spiritual awareness. Leaders are diligent in fulfilling their responsibilities to promote pupils' physical wellbeing and in maintaining the school premises.

4. Leaders implement a range of varied activities which help pupils to prepare for their lives in British society. They help pupils to learn about, respect and value the different cultural traditions which make up their school community and the wider world. Pupils acquire a broad knowledge of public services and institutions and engage in the democratic process within school. Leaders actively seek the views of pupils and act on these with care and consideration. Pupils gain a well-developed sense of responsibility towards others through the many opportunities provided to help people in school and the local community.

5. Leaders implement safeguarding policies and procedures which reflect the context of the school. They have a secure understanding of relevant statutory guidance and of the need to liaise with external agencies to promote pupils' wellbeing. Staff are well trained and carry out their responsibilities effectively. Leaders implement a range of measures to promote pupils' safety when they are online. Pupils have a secure understanding of how to protect themselves and know which adults can help them if they have a concern. The proprietor maintains close oversight of safeguarding and undertakes the required checks on adults working in the school.

The extent to which the school meets the Standards

- Standards relating to leadership and management, and governance are met.
- Standards relating to the quality of education, training and recreation are met.
- Standards relating to pupils' physical and mental health and emotional wellbeing are met.
- Standards relating to pupils' social and economic education and contribution to society are met.
- Standards relating to safeguarding are met.

Recommended next steps

Leaders should:

- provide increased opportunities for pupils to develop their spiritual awareness.

Section 1: Leadership and management, and governance

6. The proprietor is successful in managing her joint responsibilities to govern and lead the school through the judicious allocation of roles and responsibilities within the leadership team. Leaders use their skills, knowledge and expertise effectively when drawing up policies and procedures. The proprietor undertakes frequent reviews of provision to ensure that the Standards are met and provision meets the requirements of current statutory guidance.

7. Leaders maintain a clear and consistent focus on promoting the school's ethos of kindness and community whilst pursuing ambitious goals for pupils. They ensure that these aims are at the centre of school procedures which are well understood by staff and pupils. The proprietor monitors the effective implementation of policies and procedures, working closely with the leadership team to identify areas for development. These include changes to the breadth and depth of the curriculum and the provision of counselling to support pupils' mental health. Leaders in the early years provide appropriate support and training for staff. They undertake regular reviews of the setting's provision to ensure it meets relevant requirements.

8. Leaders are assiduous in assessing and identifying changes in pupils' needs and aspirations. They implement carefully considered, targeted initiatives which enable pupils to be well prepared for the next stages in their education both academically and socially. As a result, the curriculum includes challenging material for pupils of all ages. Initiatives such as those involving online safety and debating equip pupils with confidence and maturity as they learn to take up their places in British society. As a result, older pupils are well prepared for the academic rigours of senior school.

9. The school maintains productive links with external agencies to support pupils' pastoral and academic wellbeing. Leaders inform the local authority of pupils who join or leave the school at non-standard transition points and seek support when concerns arise about pupil attendance. They provide the local authority with information relating to finances and the annual review of education, health and care plans (EHC plans).

10. Leaders provide information about the school, including its policies and procedures, on the school website. They engage frequently with parents through surveys, events in school and online forums. Leaders provide parents with detailed information about all aspects of school life and the ways in which they can collaborate with the school to promote their child's wellbeing. Leaders are sensitive to the differing circumstances of pupils' lives and work closely with parents so that pupils' needs are understood and supported in school.

11. Leaders are alert to the potential risks to pupils. They undertake effective assessments of risks to pupils in school, putting detailed plans in place to mitigate these. Leaders liaise with local groups and agencies when considering and managing risks to pupils when taking part in activities in the local area. They recognise and manage online risks and those associated with safeguarding. Teachers have a thorough understanding of the part they have to play in managing risks on a daily basis. They implement written risk assessments rigorously and consistently.

12. Staff promote an inclusive learning environment in lessons and throughout the school day. Leaders ensure that teaching does not discriminate. A suitable accessibility plan is in place. The school meets the requirements of the Equality Act 2010.

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

13. All the relevant Standards are met.

Section 2: Quality of education, training and recreation

14. Leaders tailor the curriculum to pupils' needs and aspirations. They identify ways to improve provision through rigorous systems of monitoring for teaching and learning. Subject leaders draw up schemes of work which include clearly articulated expectations for pupils' learning progression. They undertake detailed reviews of their subjects to identify ways to enhance provision. As a result, pupils throughout the school make good progress from their starting points. They acquire secure skills and knowledge in all curriculum areas, typically attaining levels in advance of age-related expectations by the time they leave the school.

15. Leaders use a range of carefully selected assessments to evaluate pupils' progress and attainment. They identify the differing needs of individuals and groups of pupils and consider suitable measures to meet these. Teachers monitor pupils' attainment and progress in lessons and evaluate pupils' knowledge and understanding at different stages in their learning. They make effective use of their findings to plan activities which are closely matched to pupils' needs and prior attainment. Parents receive regular, detailed written and verbal updates about their child's attainment and progress. Leaders in the early years communicate effectively with parents throughout the year so they understand how they can support their child's learning and development.

16. Leaders implement effective systems to identify the needs of pupils who have SEND. They work closely with teachers to draw up individual strategies to support each pupil. Teachers make effective use of a wide range of resources, including visual timetables and physical aids, which help pupils who have SEND to make good progress. Teachers maintain ambitious expectations in lessons and support pupils who have SEND in achieving challenging goals.

17. Leaders are diligent in assessing the individual levels of language acquisition of pupils who speak EAL. Teachers use a range of bespoke strategies to enable pupils to access all curriculum areas and make good progress in their English. These include the use of visual aids and the pre-teaching of key vocabulary.

18. Teachers have secure subject knowledge which they communicate successfully so that pupils attain at high levels in relation to their ages and starting points. They use and adapt resources skilfully to promote pupils' learning. Pupils gain a confident understanding of topics such as electricity and changing states through structured practical activities in science lessons. Staff make well-judged use of suitable resources to help pupils gain programming and coding skills and further their progress through the use of technology to research, record and present their learning. Pupils are directed to appropriate websites when using electronic devices, which they use to acquire detailed knowledge of subjects including mountains and the Ancient Greeks.

19. Teachers provide pupils with detailed individual written and verbal feedback. They allow pupils time to act on the guidance provided and identify their own mistakes, thereby improving their work. Teachers manage behaviour well within well-paced lessons so that pupils are engaged, attentive and eager to succeed. They provide clear explanations, enhanced by effective questioning, which challenge pupils to consider new material at a deep level. Pupils develop mature skills of analysis and critical thinking, such as when considering whether Roman gladiators were heroes or victims. They acquire advanced mathematical skills in lessons where a variety of activities are matched to their prior learning, enabling them to make good progress from their different starting points.

20. Staff in the early years are quick to identify children's interests and use these to support their learning. They communicate effectively with children, encouraging their speaking and listening skills through conversations, storytelling and the skilful use of questioning. Staff reinforce children's understanding of number through practical activities and frequent opportunities to use their counting skills throughout the day.

21. Pupils throughout the school develop high levels of confidence and fluency in the spoken and written word within English and drama lessons. Teachers use challenging texts such as *Hamlet* to introduce pupils to mature concepts and vocabulary. Pupils make effective use of adventurous vocabulary in their descriptive writing on topics such as the life of refugees and Greek myths. Leaders foster older pupils' skills in preparing and articulating sophisticated arguments through a programme of debating. This enables pupils to develop their ability to consider issues critically and to achieve considerable success in national debating competitions.

22. Leaders identify subjects in which pupils will benefit from specialist teaching. Pupils demonstrate confidence and fluency in spoken and written French within well-planned lessons which draw effectively on teaching expertise. The music curriculum is carefully designed to enable pupils to develop both instrumental and singing skills. Lessons include challenging content and are well paced, so that pupils show both competence and enjoyment in their performances. Pupils' high-quality artwork is displayed around the school. Pupils achieve at a particularly advanced level in a wide range of media in response to expert teaching, high expectations and individual encouragement and support.

23. Leaders provide a suitable range of extra-curricular activities which take pupils' interests into account. These include opportunities for pupils of all ages to develop their skills in clubs such as touch-typing and comic-making and to pursue interests such as baking and chess.

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

24. All the relevant Standards are met.

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

25. Adults throughout the school have a detailed knowledge and understanding of the pupils in their care. Leaders successfully foster a caring ethos through well-established routines and values which promote a culture of kindness, empathy and responsibility towards others. As a result, pupils maintain respectful and positive relationships with each other and with adults.

26. Leaders are highly skilled in assessing pupils' individual emotional and physical needs. They pay close attention to pupils' mental health requirements when evaluating and adapting policies and procedures. Staff use effective strategies and resources to help pupils who need emotional support, including individual counselling and informal check-ins.

27. Staff in the early years establish supportive relationships with children so that they settle quickly into the setting. Children are confident to try new activities, make their own choices and persevere with challenging tasks. Leaders provide targeted opportunities for older pupils to develop their self-confidence, including through drama lessons and debating activities. Leaders make it clear to pupils that their opinions are important, thus promoting their self-esteem. This is communicated through regular wellbeing surveys and the actions taken by leaders in response to pupils' comments. These include the provision of guidance about how to manage examination-related stress and how to ask others about their religious beliefs in a sensitive manner.

28. The PSHE curriculum provides a wide range of activities and experiences which support pupils' development throughout the school. Teachers plan engaging lessons which promote the school's ethos of respect for others, irrespective of background, race, religion or belief. Pupils acquire an understanding of their responsibilities towards others as well as their rights. Teachers assess pupils' understanding effectively, using their findings to provide additional support to enhance pupils' awareness and address their concerns.

29. Leaders recognise and celebrate diversity within the school population. They provide opportunities in lessons, assemblies and school events for pupils to learn about each other's faiths and needs. Teachers lead by example in respecting and supporting pupils' different needs in lessons, so that pupils are equally considerate and helpful towards their peers. Teachers help pupils to develop a wide-ranging knowledge of different faiths alongside a mature awareness of their impact on people's daily lives. Pupils show empathy towards others and appreciate the value of non-material aspects of life such as friendship and the natural world. Teachers help pupils to appreciate the importance of kindness, fairness and responsibility. However, planned activities for pupils to develop their spiritual awareness more fully are currently limited in scope.

30. Leaders provide an age-appropriate relationships and sex education (RSE) programme. Staff in the early years teach children about consent and positive friendship. Teachers provide activities in lessons which ensure pupils learn about the features of healthy relationships and the importance of kindness. They help older pupils to develop an understanding of puberty and the importance of combating stereotyping and discrimination. Leaders provide regular, detailed information for parents about the RSE curriculum so that they may reinforce and support pupils' learning at home.

31. Staff in the early years provide daily opportunities for pupils to develop their fine motor skills, such as through drawing, cutting and manipulating. Leaders provide specialist teaching and appropriate

facilities for physical education lessons throughout the school. Pupils benefit from daily visits to Hyde Park for outdoor play and games lessons. Pupils make good progress in a wide range of physical activities within well-planned lessons which enable them to develop their skills. They develop prowess in gymnastics and swimming as well as strategic sporting skills such as attacking and defending.

32. The PSHE and science curriculums provide opportunities for pupils to learn about the importance and means of maintaining a healthy and balanced lifestyle. As a result, pupils have a wide-ranging understanding of how to keep themselves safe and healthy, both physically and mentally. They know about the importance of a balanced diet, sufficient exercise and a good night's sleep, and about strategies to manage stress when they are under pressure.

33. Leaders oversee the fair and consistent implementation of the behaviour policy. Staff in the early years help children to identify and manage their emotions and to develop an early understanding of right and wrong. Leaders involve older pupils in drawing up the school behaviour code and creating posters to display around the school. As a result, pupils have a deep understanding of leaders' high expectations of their conduct and display positive behaviour throughout the school day. Leaders implement effective strategies to reduce the risk of bullying so that incidents of bullying are rare. Pupils have a clear understanding of what bullying is and how to report it, confident that adults in school will help and support them.

34. Leaders adopt a rigorous and methodical approach towards health and safety. Policies and procedures adhere to the requirements of relevant guidance and legislation. Leaders are meticulous in undertaking checks in relation to fire and the maintenance of the premises. They ensure staff and pupils are well versed in fire procedures and equipment is tested regularly. The proprietor undertakes frequent audits and reviews of systems and procedures to confirm effective implementation and identify areas for improvement.

35. Leaders ensure that pupils are appropriately supervised at all times. The proprietor oversees the implementation of suitable procedures for maintaining accurate admissions and attendance registers. Pupils' attendance is monitored closely, and suitable strategies are employed to encourage and support good attendance.

36. Leaders provide suitable arrangements for pupils to be treated when they are injured and cared for if they are unwell. Staff are appropriately trained to deliver paediatric first aid to children in the early years.

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

37. All the relevant Standards are met.

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

38. Leaders and staff continually promote the school ethos of community and kindness towards others through the curriculum, daily activities and their own example. Leaders provide daily opportunities for pupils of different ages to work and socialise together. These include house-based choir sessions, mixed-age group seating at lunchtime and clubs which span up to four different year groups. Pupils are caring and supportive towards one another, understanding what it means to be part of a community of people of different ages and backgrounds.

39. Staff in the early years provide opportunities for children to develop friendships and work together in the classroom. They communicate sensitively and supportively with children so that they establish positive relationships with adults and their peers. Children work collaboratively on activities such as junk modelling and engage in social interactions when sharing resources. Staff help children to develop an early understanding of their own cultures and those of others through discussion of festivals and engagement in whole-school events such as 'International Week'.

40. Pupils of all ages develop an understanding of British culture through the celebration of national events such as the coronation and Remembrance Day. They are equally well informed about the range of cultures which make up British society and their own school community. Leaders provide frequent, meaningful opportunities for pupils and their parents to teach others about their different customs and ways of life. As a result, pupils value the diversity within their school and show high levels of respect towards different cultures, faiths and beliefs.

41. The PSHE curriculum and wide programme of activities help pupils to prepare for life in British society. Younger pupils learn about public services and other people who help them, such as doctors and dentists, through visits from parents and the emergency services. Older pupils develop a broad knowledge of institutions including local and national government. They have a mature understanding of how the government operates and of its role in making laws.

42. Leaders teach pupils about the democratic process and how this works in practice. Pupils learn the role that voting plays in Parliament. They engage in the process themselves, such as when voting for books to read in class and for house captains. Leaders are active in seeking the views of every pupil through the weekly 'Principal's Tea'. They give pupils' ideas careful consideration and act on them when appropriate, involving pupils throughout the school in voting on matters such as changes to the menu, uniform and clubs.

43. Leaders help pupils to acquire a mature understanding of political issues, ensuring that they are presented with balanced views when such matters are discussed. Pupils learn about the importance of listening to and respecting opposing beliefs and views through the curriculum and opportunities to debate. Pupils are encouraged to express their views and to show respect and consideration towards people who hold opinions different from their own.

44. Pupils have a clear understanding of right and wrong and of the importance of taking responsibility for their actions. Staff encourage pupils to reflect on actions and learn from their mistakes. They support pupils in making amends through opportunities to reflect, apologise and re-establish positive relationships with their peers.

45. Leaders provide pupils with a wide range of opportunities to help and support others within the school. Older pupils routinely read to younger ones or walk alongside them when travelling to the park for recreation times. Pupils of all ages take on diverse roles, ranging from house captains to classroom monitors. Leaders encourage pupils to develop empathy through considering the needs of others. Pupils help people in their local area through donations of food, clothing and their own time when supporting community projects. Leaders enable pupils to select charities which are of particular interest to them, such as those which support children or animals. As a result, pupils develop an active awareness of the needs of others and a sense of social responsibility.

46. Pupils learn about the importance of managing their finances within lessons, through their participation in fundraising activities and when planning new initiatives. Children in the early years gain an early understanding of the part money has to play in their lives through role-play activities. Older pupils deepen their knowledge within PSHE lessons where they learn about budgeting and the different ways of earning money. Pupils throughout the school make decisions about how to spend their money at cake sales. Leaders help pupils to develop an awareness of the impact of money on people's lives by ensuring they are fully informed about the ways in which their charitable contributions are spent.

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

47. All the relevant Standards are met.

Safeguarding

48. Leaders have a thorough understanding of their safeguarding responsibilities and of current statutory guidance. They draw up suitable policies and procedures which are well understood and effectively implemented by staff. The proprietor plays an active part in carrying out safeguarding procedures and undertakes an annual review of their implementation.

49. Pupils are well informed about the availability of adults in school with whom they can share concerns through visual displays and regular reminders in assemblies and class time. They understand the importance of having trusted adults in their lives and what the term means in practice.

50. Leaders and staff are well trained in a wide range of safeguarding matters. Leaders provide ongoing, specific training throughout the year to ensure staff have up-to-date safeguarding knowledge. Staff are well versed in the use of the school's reporting systems. They respond to and report concerns about pupils promptly and in detail. Leaders act on concerns in a timely manner, liaising with local safeguarding partners to support pupils' needs.

51. Staff have a secure awareness of the school's code of conduct. They understand the need to share any concerns about the behaviour of adults in school and the procedures for doing so. Leaders take appropriate action when such occasions arise, seeking advice from external agencies when appropriate.

52. Leaders have a thorough understanding of the potential risks to pupils when they are online. They maintain suitable systems for internet filtering and monitoring when pupils are in school. This is supplemented by opportunities for pupils to experience online communications with their peers within a safe and carefully monitored online environment. Leaders provide parents with detailed support and guidance in helping their child to avoid online dangers.

53. Pupils are taught how to stay safe when they are online and in the local area. They understand the means by which they can take precautions when using the internet and follow the stringent routines designed to keep them safe when travelling in the school's locality.

54. The proprietor implements rigorous procedures when undertaking the required checks on adults before they begin work in the school. These are recorded accurately on a single central record of appointments.

The extent to which the school meets Standards relating to safeguarding

55. All the relevant Standards are met.

School details

School	Connaught House School
Department for Education number	213/6129
Address	Connaught House School 47 Connaught Square Hyde Park Westminster London W2 2HL
Phone number	020 7262 8830
Email address	secretary@connaughthouseschool.co.uk
Website	connaughthouseschool.co.uk
Proprietor	Connaught House School Ltd
Chair	Mrs Victoria Hampton
Principal	Mrs Victoria Hampton
Age range	4 to 11
Number of pupils	68
Date of previous inspection	15 September 2022

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Information about the school

56. Connaught House School is an independent co-educational school located close to Hyde Park, London. The school is governed by the sole proprietor who is also the school principal. The school comprises the juniors for pupils aged four to seven and the seniors for pupils aged seven to eleven.

57. There are ten children in the early years in a single Reception class.

58. The school has identified 19 pupils as having special educational needs and/or disabilities. A small number of pupils in the school have an education, health and care plan.

59. The school has identified 34 pupils who speak English as an additional language.

60. The school states its aims are to provide a nurturing and personalised environment where every pupil can thrive. It seeks to enable pupils to become motivated and ambitious learners so that they achieve their potential across a wide curriculum. The school aims to foster good moral values in helping pupils learn to be courteous and considerate towards others. It endeavours to help pupils develop confidence in themselves and the ability to express their ideas articulately.

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Inspection details

Inspection dates	18 to 20 November 2025

61. A team of three inspectors visited the school for two and a half days.

62. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods
- observation of a sample of extra-curricular activities that occurred during the inspection
- discussions with the proprietor
- discussions with the principal, 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.

63. 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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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**.

Independent Schools Inspectorate

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