

School inspection report

25 to 27 March 2025

Bishopsgate School

Bishopsgate Road

Englefield Green

Surrey

TW20 0YJ

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'.

Contents

SUMMARY OF INSPECTION FINDINGS	3
THE EXTENT TO WHICH THE SCHOOL MEETS THE STANDARDS.....	5
RECOMMENDED NEXT STEPS	5
SECTION 1: LEADERSHIP AND MANAGEMENT, AND GOVERNANCE.....	6
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO LEADERSHIP AND MANAGEMENT, AND GOVERNANCE	7
SECTION 2: QUALITY OF EDUCATION, TRAINING AND RECREATION	8
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO THE QUALITY OF EDUCATION, TRAINING AND RECREATION	9
SECTION 3: PUPILS’ PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING.....	11
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO PUPILS’ PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING	12
SECTION 4: PUPILS’ SOCIAL AND ECONOMIC EDUCATION AND CONTRIBUTION TO SOCIETY.....	13
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO PUPILS’ SOCIAL AND ECONOMIC EDUCATION AND CONTRIBUTION TO SOCIETY	14
SAFEGUARDING	15
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO SAFEGUARDING	15
SCHOOL DETAILS	16
INFORMATION ABOUT THE SCHOOL.....	17
INSPECTION DETAILS	18

Summary of inspection findings

1. Governors maintain effective oversight of the running of the school. They ensure that leaders are knowledgeable and share their vision for the school. The recent restructuring of the leadership team has further enabled leaders to enhance the school provision and pupils' wellbeing. Leaders' drive for continual improvement is evident in the introduction of several recent initiatives, such as the 'harmony project' to develop pupils' relationship with the natural world, and enhancements to the provision for pastoral care.
2. The broad curriculum has been carefully planned to make effective use of cross-curricular links at every opportunity. Through this, together with regular opportunities for outdoor learning, pupils gain a deep understanding of how their learning fits into the wider world, including the natural environment. Pupils are enthusiastic learners who are keen to try their best, in line with the school motto 'nil nisi optimum' (nothing but the best). They make good progress and are well prepared for the next stage in their education.
3. Pupils' experiences are enriched through opportunities to engage in a wide range of extra-curricular activities, often delivered by specialist teachers. They achieve highly in competitions, such as in sporting activities, and demonstrate considerable skill in their chosen field. Pupils enjoy taking part in residential weeks and camps, recognising the value of being able to work collaboratively, and build resilience during these visits.
4. Pupils who have special educational needs and/or disabilities (SEND) are well supported by specialist staff and teachers. The leader of provision for pupils who have SEND provides teachers with clear information about individual pupils' needs that helps them support these pupils in their lessons. Leaders place great value on communicating with parents. There are opportunities for parents to meet informally with the leader of provision for pupils who have SEND and specialist staff to discuss their children and receive support and guidance.
5. An appropriate feedback and marking policy is in place. Where teachers follow this closely, pupils are provided with feedback that identifies what they have done well and what they can do further to improve their work. Occasionally, the policy is not fully implemented and, when this is the case, pupils are not always informed about how successful they have been and the areas that they need to work on.
6. Early years children experience a stimulating learning environment that promotes curiosity, exploration and collaboration. Staff expertly plan activities that help children acquire a secure understanding of subjects across the areas of learning. Staff provide a balance of adult-led activities alongside opportunities for children to explore independently in the effectively resourced indoor and outdoor environment, helping children understand the relevance of concepts such as numbers and letters. Children are happy and confident while at school. They articulate their thoughts and ideas well, helped by the fact that staff engage them in discussions to extend their vocabulary and understanding.
7. The pastoral care team have recently implemented several new initiatives that have had a beneficial impact on pupils' emotional wellbeing. For example, the behaviour system has been revised, with pupils noticing the positive effect that this has had. Similarly, the introduction of the 'girls on board' programme to middle-prep female pupils has helped them navigate friendship issues.

8. Pupils are well prepared for their future lives. Older pupils receive regular careers advice such as through the 'career of the week' focus. Pupils consider different jobs at an early age. Through the 'learning for life' curriculum, they acquire key knowledge for their adult lives, such as about managing finances. All pupils in the school learn about functions in society and the importance of giving back to the community. For instance, pupils in all classes engage in activities designed to improve the environment and make items to support charities, such as in the recent 'big help' event.
9. Safeguarding leaders are experienced and knowledgeable. Staff understand the procedures to follow should they have any worries, no matter how small, and respond to any safeguarding concerns appropriately. Links with the local authority and other external agencies are well established, and record-keeping is robust.

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 the feedback and marking policy is consistently implemented throughout the school so that all pupils are clear about their achievements and what they can do to improve their work.

Section 1: Leadership and management, and governance

10. Governors ensure that leaders share their vision for the school. Leaders and governors are fully committed to the school's aims and ethos and provide a nurturing learning environment which supports pupils' wellbeing. Leaders demonstrate a clear commitment to pupils' individual growth, as reflected in the school motto. Pupils show a keen desire to give their best in all elements of school life.
11. Governors assure themselves that the leadership is suitably knowledgeable and capable to undertake its role. They provide effective oversight of the school and leadership decisions designed to develop it further. Governors are well informed about the school and provide leaders with significant support, but also suitable challenge, to satisfy themselves that all Standards are consistently met.
12. Leaders are continually seeking to enhance pupils' experiences, such as by introducing the 'harmony project', which helps pupils to acquire a deep understanding of, and connection with, the natural world, and develop skills to help them respect the Earth's resources and use them responsibly in their future lives. Leaders undertake rigorous self-evaluation and development planning, and prioritise key areas for development, such as the recent changes in leadership structure. Full consideration is paid to unintended consequences. For instance, during the re-structuring of leadership, care has been taken to maintain appropriate workloads. Leaders consider the views of all members of the school community when planning for future developments, seeking the views of parents, pupils and staff, including through surveys and opportunities for discussion.
13. There is a suitable complaints procedure in place that is in line with the requirements, including specific timescales to respond to any complaints relating to early years provision. Governors and leaders follow the complaints procedure carefully. Concerns and complaints are logged at an informal stage upwards, allowing for trends to be analysed.
14. Leaders make all required information available to parents and ensure that the school website is up to date and includes current policies. Parents receive comprehensive reports on their child's progress twice a year. Details of destination schools and scholarship successes are made available through the website and school publications, such as the *Nutshell* newsletter and speech day programme. Leaders provide the local authority with all necessary information relating to any funded pupils who have an education, health and care (EHC) plan.
15. The school has a suitable risk assessment policy in place. Leaders have a robust approach to managing risk. Risk assessments, including those for on-site and off-site activities, as well as potential risks identified with regard to individual pupils, such as in relation to allergies or dietary requirements, are appropriately managed. Leaders and staff complete ongoing training and undertake regular audits to look for trends. They act where required to mitigate risk. For example, the potential risks associated with allowing pupils the freedom to climb trees is mitigated by painting bands on trees that indicate how far pupils may climb for safety reasons.
16. Leaders make appropriate adjustments for any pupils who have a disability, as reflected in the suitable accessibility plan. They work with external agencies to ensure that the environment meets the needs of pupils. Leaders are very aware of their responsibilities under the Equality Act 2010, and proactively fulfil these. Pupils reflect on issues such as how individuals are perceived, and leaders

check that language used on the school website is inclusive. The school engages with external agencies, such as speech and language therapists and the local authority, to support pupils where required.

17. Early years leaders have a comprehensive knowledge of the statutory framework for the early years foundation stage (EYFS). They maintain effective oversight of the setting to ensure that the requirements that apply to the school are met. Early years leaders hold regular meetings with early years staff, providing opportunities for staff to discuss the children in their class, along with any training needs.

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

18. All the relevant Standards are met.

Section 2: Quality of education, training and recreation

19. The breadth of the curriculum, early exposure to abstract reasoning, enriched vocabulary and cross-disciplinary thinking all have a positive impact on pupils' academic results. Leaders have created a learning culture that values creativity, independence and challenge. Leaders ensure that the school's ethos of sustainability and environmental stewardship is woven through the curriculum, including through the subjects of science, music and computer science. For example, in computer science lessons, pupils consider the energy cost of internet searches. The school is committed to personalised learning, using pupil portfolios, independent project work and e-learning platforms. These encourage pupils to be independent and creative learners.
20. The curriculum is effectively implemented and does not undermine British values. For example, in music during Black History Month, pupils learn about a range of world composers, encouraging respect and an appreciation of different cultures. Staff meet to discuss links between curriculum areas. The resulting teaching enables pupils to see how topics and themes interlink and helps makes learning meaningful. Teachers develop pupils' speaking and listening through precise dialogue in lessons and events such as the poetry competition. Pupils are highly articulate and confident when speaking and listening. They apply these skills effectively while debating in subjects such as geography, history and philosophy. Pupils skilfully listen and build upon points during discussion.
21. The prep school baccalaureate curriculum successfully provides upper-prep pupils with opportunities to study and research a wide range of topics of personal interest, including the history of Elvis Presley, online safety, the suffragettes and environmental concerns. As a result, pupils develop considerable knowledge and understanding of their topic areas, with depth of research and evaluation evident in their work.
22. Teachers have good subject knowledge and a secure knowledge of pupils' starting points. They plan progressively to support continuity and real-world application. Pupils and teachers have high levels of respect for one another, most notably when listening to others. As a result, pupils readily engage in their lessons, learn well and are proud of their achievements. Pupils make considerable progress over time. They are enthusiastic and articulate learners and demonstrate good recall of prior learning. For instance, pre-prep pupils have well-developed literacy skills, confidently writing for a range of purposes, including stories and newspaper reports.
23. Lessons are carefully prepared and delivered well, helping pupils make good progress in their lessons. Pupils are motivated and understand the purpose and content of lessons. Teachers provide meaningful opportunities for challenge, extension and independent learning both in and out of the classroom. This encourages pupils to be inquisitive and independent and to make links between different topics. For instance, lower prep pupils created a diverse range of stories on mathematical themes including the use of artificial intelligence tools, digital design, narrative writing and physical design and technology elements. Heads of departments ensure that teaching in their subjects makes effective use of resources, such as by providing trombones for class teaching in music and laser-cutting equipment for making clocks in design and technology. These help pupils to develop their competence in specialist areas.
24. Early years staff plan stimulating activities and resources that enable children to learn in a meaningful way. Children communicate well as staff seize opportunities to extend their ideas and vocabulary during discussions. Children use rich language to describe their experiences. Children in

Reception are confident to read and write independently, and they apply these skills in activities such as filling in nature-walk quiz sheets. Concepts are expertly woven into fun activities, which build skills across the curriculum and help children retain new knowledge. For instance, children reinforce their number recognition by making numbered frogs swim down a water channel and recording scores on a chalkboard while playing skittles. Outdoor learning is fully embraced and integral to the curriculum. Children have a growing knowledge of the natural world, and can recall the names of trees, plants and insects.

25. The school is effective in identifying the learning requirements of pupils who have SEND and providing them with effective support in the classroom. Specialist SEND staff are kind and inclusive while teachers incorporate strategies in their lessons. Pupils who have SEND are provided with scaffolded and specific support in lessons, enabling them to achieve success and make progress. The leader of provision for pupils who have SEND places a big emphasis on communicating with and involving parents. They organise coffee mornings for parents of pupils who experience neurodivergence to meet with specialist SEND staff and find out about how the school is meeting their children's needs. Heads of department recognise the role their subjects have in supporting those who have SEND. The school meets the needs of pupils who have an education, health and care (EHC) plan through clear and detailed learning plans that include suitable strategies to help them access the curriculum.
26. Pupils who speak English as an additional language (EAL) are well supported when required and make rapid progress, as evidenced in standardised test scores. Teachers carefully consider the needs of pupils who speak EAL. This includes ensuring that these pupils have access to helpful resources to develop their English skills and comprehension, such as a glossary of terms in science.
27. The school has a clear feedback and marking policy in place. Where this is applied fully, a variety of appropriate feedback methods help pupils understand where they are making progress and areas for development. Teachers' comments help pupils to remember to use correct punctuation in their written work, and positive comments incentivise them to continue to work hard. However, the policy is not always applied consistently throughout the school. In these circumstances, feedback and marking do not always enable pupils to fully understand where they are making progress and where their work could develop further.
28. Pupils of all ages engage in regular outdoor learning and activities, including residential weeks. Pupils develop their learning through the range of trips and camps on offer, such as by gaining subject-specific knowledge and improving their independence or ability to work as part of a team.
29. Leaders provide a wide range of extra-curricular activities that are well attended by pupils. These include a range of sporting activities, such as dance, athletics, football and land training, as well as business club, music clubs, cookery and a 'creative mindfulness' club, among others. The use of specialist companies where appropriate helps pupils to get the most out of sessions and acquire new skills. Their interest in a wide variety of sports is encouraged. Pupils enthusiastically engage in activities and enjoy the balance between physical, creative and what they consider calmer activities.

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. Leaders and staff communicate high standards for behaviour which the pupils understand. Staff support pupils by providing clear instruction and age-appropriate direction. This helps pupils in turn to encourage and support one another. The school has suitable behaviour and bullying policies and maintains thorough behavioural logs and records. Leaders and staff follow up any behavioural incidents effectively. Key staff monitor any trends through weekly pastoral meetings and at governor level through fortnightly meetings. Pupils have a clear understanding of the rules at the school and can explain what happens when the rules are broken. Pupils understand that they are able to make mistakes. They accept responsibility for their behaviour because of the culture created by leaders at the school.
32. Pastoral leaders have recently introduced fortnightly themes, such as kindness, for the school to focus on. The theme at hand is constantly reinforced by staff, including during form time, with positive effects on pupils' attitudes and understanding. Pastoral staff are quick to address any concerns raised and reinforce key school messages, such as by introducing initiatives such as 'girls on board' for female pupils in Years 5 and 6 to help them resolve friendship issues, as well as leading assemblies and parent workshops. Such work helps members of the school community work together to promote pupils' wellbeing.
33. Pupils in the older years enjoy being in positions of responsibility and all pupils take responsibility for their choices during breaktimes, respecting each other and the various equipment and facilities available to them.
34. The school provides an extensive programme of personal, social, health and economic (PSHE) education, which includes relationship and sex education (RSE). This programme is taught through designated curriculum time and is adapted to explore relevant current issues as they arise. There are suitable assessment methods in place for staff to track the understanding and security of learning of individual pupils and different cohorts. Pupils fully engage in 'learning for life' sessions with their form teacher, with whom they have built a trusted relationship. Pupils answer questions with maturity, clearly feeling safe to share their views on what they are looking forward to, or things that they may be concerned about. Questions are all sensitively and professionally answered by teachers.
35. The environment is calm and nurturing. This contributes positively to pupils' sense of wellbeing and fosters emotional security and mutual respect. The promotion of pupils' emotional wellbeing and positive mental health is central to the work of the pastoral team. Pupils make use of a variety of channels of support, such as emotional literacy support assistant staff and the trained school wellbeing dog. Staff work closely as a team where required so that pupils who experience concerns are well supported.
36. Pastoral staff promote pupils' understanding of spirituality through teaching pupils about a range of different religions as well as through the arts, music and nature. For example, pupils gain an understanding of spiritual perspectives and practices through visits to different places of worship and assemblies on religious festivals.
37. The school provides a wide range of physical education (PE) opportunities for all pupils. Pupils participate in a range of team and individual sports. For instance, some pupils who prefer individual

activities enjoy the climbing wall. Most pupils are involved in matches each week and teams and individuals achieve highly in many sports, most notably swimming. The PE curriculum is inclusive, with adaptations made to the curriculum where required so that all pupils are able to participate and engage fully in lessons. Pupils' successes are underpinned by community engagement, sustained coaching, and a culture of perseverance and inclusion.

38. Children in the early years develop independence by undertaking tasks by themselves. The environment and activities are carefully set up to help children achieve this. Children are confident and comfortable to explore their environment and are well supported by staff. They play extremely well with others, involving them in their games and activities, such as by helping each other in the outdoor learning environment to safely climb down trees. Children show high levels of engagement and enthusiasm in activities. They are inquisitive and enjoy exploring the natural world, such as when spotting 'minibeasts', and understand that they have a responsibility for keeping them safe when handling them. Children are aware of the rules that support their safety and follow them well.
39. Governors and leaders maintain the premises to a high standard, and there is a clear plan for the ongoing development of facilities. The health and safety policy is implemented effectively across the school, including through the methodical planning of required checks and maintenance. The school maintains a comprehensive accident log and fulfils its responsibilities to report accidents to the relevant agencies where required. Suitable precautions are taken to reduce the risk from fire. Fire evacuation drills take place termly, and staff receive regular fire training. There is clear emergency signage throughout the buildings and regular testing of alarms and equipment is carried out. Suitable arrangements and accommodation are in place to care for pupils who become unwell or who have specific medical needs. The school employs qualified medical staff and additionally the wider staff receive regular training in first aid, including those in the early years who are trained in paediatric first aid. Leaders have effective systems in place to maintain appropriate levels of staff supervision during the school day, including at breaktimes and in the early years.
40. The school maintains admission and attendance registers as required by current statutory guidance. Staff maintain an accurate admission register and have robust systems in place to track attendance. Leaders closely monitor and support pupils and their parents where attendance is not at the expected level. The school has established close links with the local authority who support and visit to offer guidance. Leaders inform the local authority of any pupils who join or leave the school at non-standard times of transition.

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

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

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

42. The school develops pupils' sense of being connected with nature effectively. Pupils engage in a wide range of activities that increase their understanding of the theme of sustainability, such as designing a sustainable city and visiting a local woodland and garden. Pupils gain an understanding of worldwide environmental initiatives. For example, upper-prep pupils explore international agreements relating to climate change and discuss reasons put forward by different countries for remaining within or leaving such agreements, giving them an opportunity to consider both viewpoints.
43. Pupils learn about the importance of acknowledging and respecting people's protected characteristics, such as race, sex and religion, through assemblies on the topic, and through constant modelling of such respect by all staff. The school introduces regular 'themes for the fortnight', which focus on a diverse range of related topics, including black history, empathy and compassion. Pupils learn about how groups of people have been treated differently in the past and consider the harm that these attitudes may have caused, such as through slavery or the treatment of some people with shellshock during World War 1.
44. The school develops pupils' social skills effectively. Children in the early years are encouraged to share their play and resources and to take turns. Older pupils support their social skills and confidence by playing with them during breaktimes. Pupils develop their ability to work as part of a team and collaborate well together in varied activities and in different groupings.
45. Pupils learn about institutions and how democracy works. For example, Year 7 pupils explore how the rule of law was established in England by visiting the Magna Carta. Pupils are provided with impartial information about national and worldwide elections and pose questions to their local member of Parliament. Their knowledge is further reinforced through elections for the school council which meets each week and feeds back to forms. Initiatives that have been informed by pupils' views include an increased provision of playground equipment and changes to packed lunches.
46. Pupils make a positive contribution both within their school and in the wider world. Leaders arrange opportunities for pupils to engage with the local community through events such as carol services for local care homes and a fun run in the Great Park, raising money for a local hospice. Pupils choose local charities to support on charity days. Through these initiatives, pupils develop a connection to the local community and see the impact of their charity work. Pupils' involvement in whole-school events, such as the recent 'big help' event, where pupils engaged in acts of service, including washing minibuses and creating crafts for a local hospice, helps them to understand how they can play a part in improving the lives of others.
47. The 'Bishopsgate award' enables pupils to support the local community. For instance, pupils raise money for a local foodbank through taking part in local fundraising events, or provide a service to the school, such as planting and caring for the willow trees.
48. The school enables older pupils to develop a mature understanding of the ethical issues in the wider world. For example, they can explain why they consider segregation is not right as a result of studying Rosa Parks and Martin Luther King. Activities such as debates enable them to gain an

understanding of and respect for other viewpoints. In philosophy and ethics lessons, pupils look at topics from a wide range of religious and other perspectives. For instance, upper-prep pupils look at themes such as euthanasia and consider the difference in opinions that people have of this.

49. Through the 'learning for life' curriculum, pupils gain an understanding of issues that they may face in their adult lives. Lessons on finances help pupils acquire an understanding of money and topics such as mortgages, interest rates and saving. Staff help pupils to make links between personal and public finances by talking about the chancellor's spring statement and the nation's budget. Leaders ensure that any discussions with political themes or content are conducted impartially and without bias.
50. Pupils have access to impartial and accurate careers advice through whole-school assemblies, a 'career of the week' theme and trips to workplaces. Careers guidance is delivered as part of the 'learning for life' programme on a rotating basis. The guidance covers topics such as enterprise and pensions. Leaders inform pupils about recent developments in the jobs market. For example, all year groups from Year 1 to 8 have had a session on artificial intelligence and the potential impact on careers in the future.
51. The school prepares pupils for educational transitions effectively. Children in the early years are well prepared for their move to Year 1 because they are interested learners who engage enthusiastically in lessons. Leaders and staff maintain effective relationships with senior schools that pupils progress to, and staff from these schools frequently visit Bishopsgate School to meet pupils or give talks. The school provides pupils with effective guidance about the likely expectations of senior and secondary schools, including through a future school fair. Year 6 pupils receive guidance about how to prepare for senior school and the nature of the options available.

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

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

Safeguarding

53. Leaders with designated safeguarding responsibilities are knowledgeable and confident in their roles. They respond to safeguarding concerns effectively, including by providing appropriate support to any pupils affected by these. The safeguarding team maintains effective links with external agencies, including social workers and local safeguarding partners, and refer concerns onto them when required.
54. Governors maintain effective oversight of safeguarding. The governor with responsibility for safeguarding meets fortnightly with leaders to check that appropriate procedures are being followed, and offers advice where required. The safeguarding governor is proactive in testing staff knowledge of how to handle a safeguarding concern by asking questions during visits. An annual safeguarding audit is completed, which assures the governing body that safeguarding requirements are met. Safeguarding is always on the agenda at governors' board meetings.
55. Record-keeping is comprehensive, with a clear chronology kept of events for individual cases. Records are maintained along with decisions made, including when it is decided that these do not meet the threshold for referring safeguarding concerns to external agencies.
56. Thorough systems are in place for safe recruitment of staff. Leaders ensure that all required checks on all staff, volunteers and governors are completed before they commence working at the school. Staff meticulously maintain a suitable single central record of appointments (SCR) that records all checks carried out. The SCR is monitored regularly by leaders and governors.
57. The school has suitable filtering and monitoring systems in place, with ongoing checks undertaken. This includes the monitoring of devices used in school and while school devices are used at home. Safeguarding leaders are alerted of any inappropriate activity in a timely manner and follow up any alerts swiftly. Pupils are provided with comprehensive information about online safety, and parents are also taught about issues they need to be aware of to help keep their children safe when online at home.
58. The threat of radicalisation is taken seriously, with advice given to parents and pupils, such as on the risks of online influencers. Staff complete training on preventing and responding to radicalisation and there is a comprehensive risk assessment in place.
59. Staff receive regular training and updates on safeguarding matters, with any absences followed up to ensure that all staff complete training as soon as possible. Staff understand their responsibilities in keeping pupils safe and recognise the importance of reporting concerns should they arise, understanding that these may be part of a bigger picture. There is a culture of looking out for pupils across the school, and weekly meetings help alert the staff body of any pupils to monitor.
60. The school provides pupils with a range of ways in which they can voice concerns and be supported by adults in the school. Pupils are confident to speak to teachers or use worry boxes so that their voices are heard. Pupils can choose to attend the 'listening ear club', which provides them with a further way to share any concerns they may have with pastoral staff.

The extent to which the school meets Standards relating to safeguarding

61. All the relevant Standards are met.

School details

School	Bishopsgate School
Department for Education number	936/6024
Registered charity number	1060511
Address	Bishopsgate School Bishopsgate Road Englefield Green Surrey TW20 0YJ
Phone number	01784 432109
Email address	office@bishopsgatesch.uk
Website	http://www.bishopsgateschool.com
Proprietor	Bishopsgate School Limited
Chair	Mr Christiian Marriott
Headteacher	Mr Peter Thacker
Age range	3 to 14
Number of pupils	422
Date of previous inspection	18 October 2024

Information about the school

62. Bishopsgate School is an independent co-educational preparatory day school located in Englefield Green, Surrey. The school comprises pre-prep, including early years provision, lower prep, middle prep and upper prep. The school is a charitable trust overseen by a board of governors.
63. There are 58 children in the early years, comprising one Nursery class and two Reception classes.
64. The school has identified 57 pupils as having special educational needs and/or disabilities (SEND). A very small proportion of pupils in the school have an education, health and care (EHC) plan.
65. The school has identified English as an additional language (EAL) for eight pupils.
66. The school states that its aims are to deliver an exceptional standard of education that combines academic excellence with a rich, dynamic learning environment. The intention is to empower each pupil to realise their full potential, preparing them to navigate and shape the future with a profound understanding of their interconnectedness with nature.

Inspection details

Inspection dates

25 to 27 March 2025

67. A team of four 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 safeguarding governor
- discussions with the headteacher, school leaders, managers and other members of staff
- discussions with pupils
- visits to the learning support area and facilities for physical education
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

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

How are association independent schools in England inspected?

- The Department for Education is the regulator for independent schools in England.
- ISI is approved by the Secretary of State for Education to inspect independent schools in England, which are members of associations in membership of the Independent Schools Council.
- ISI inspections report to the Department for Education on the extent to which the statutory Independent School Standards, the EYFS statutory framework requirements, the National Minimum Standards for boarding schools and any other relevant standards are met.
- For more information, please visit **www.isi.net**.

Independent Schools Inspectorate

CAP House, 9-12 Long Lane, London, EC1A 9HA

For more information, please visit isi.net