

School inspection report

9 to 11 December 2025

Ibstock Place School

Clarence Lane
Roehampton
London
SW15 5PY

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 and governors articulate a whole school vision which is rooted in the values of kindness, curiosity and courage, and where the wellbeing of pupils is prioritised. Provision is enhanced by effective use of high-quality resources that support achievement, including outdoor learning areas, specialist facilities and creative spaces. Comprehensive training equips staff and governors to fulfil their responsibilities effectively. Governors maintain effective oversight of the school, particularly through detailed reports, visits, lesson observations and discussions with staff, including with regard to safeguarding. They ensure compliance, including with health and safety, accessibility, and equality duties. Parents are well informed through reports, meetings and online communication. A consistently implemented complaints policy ensures that concerns are addressed promptly.
2. Self-evaluation is typically effective. Leaders evaluate provision with an emphasis on meeting the Standards and continuous improvement. Early years leaders evaluate this stage effectively and set priorities for development. Leaders have identified the need to enhance continuity between the prep and senior schools, including with regard to the consistent management of individual education plans (IEPs) and assessment.
3. The curriculum is broad, well-balanced and ambitious with a focus on developing pupils' literacy and numeracy skills to a high level throughout the school. Teaching is well-planned, taking into account pupils' prior attainment and needs. A comprehensive framework for assessment is used well to track pupils progress and attainment and to plan additional support, when required, to further raise pupil outcomes. Pupils, including those who have special educational needs and/or disabilities (SEND) and those who speak English as an additional language (EAL), make good progress from their starting points. Results at GCSE and A level consistently exceed national averages, particularly in the higher grades. An extensive range of co-curricular activities enable pupils to pursue their interests, enhance their personal development, and acquire new knowledge and skills.
4. Personal, social, health and economic education (PSHE) and relationships and sex education (RSE) are well planned, effectively supporting pupils' wellbeing. Pupils' physical development is promoted through a wide range of opportunities in physical education (PE), co-curricular provision and active recreation breaks. Spiritual growth is fostered through the school's caring ethos, religious education and assemblies, which encourage reflection and respect for others. Staff are deployed effectively so that pupils are supervised appropriately at all times. Behaviour is managed positively, with rewards reinforcing expectations and tailored guidance provided where pupils require additional support. Systems for first aid, fire safety, health and safety, admission and attendance meet statutory requirements and are effective.
5. Pupils are well prepared for life in modern British society. From the early years pupils are supported in developing oracy skills that enable them to listen attentively and engage confidently with others. Pupil leaders assume a wide range of responsibilities that contribute positively to the school, the local community and the wider world. Pupils throughout the school show enthusiasm for supporting charities, demonstrating a strong sense of empathy and social responsibility. Careers guidance and economic education equip pupils with the knowledge, practical skills and high aspirations needed to manage their personal affairs, progress to higher education and achieve success.
6. There is a secure and well-established safeguarding culture throughout the school that encompasses contextual risks to pupils. Safeguarding policies and procedures are implemented consistently. Pupils

learn how to keep themselves safe, including when online, through a carefully planned curriculum and the pastoral care system. Staff are well trained, confident in applying safeguarding procedures and clear about how to report concerns regarding pupils or colleagues. Safer recruitment procedures are followed diligently. The required pre-employment checks are implemented and recorded accurately.

The extent to which the school meets the Standards

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

Recommended next steps

Leaders should:

- strengthen the sharing of assessment information and pupils' individual education plans (IEPs) between the prep school and senior school, to include the early years.

Section 1: Leadership and management, and governance

7. Leaders and governors articulate a clear and ambitious vision for the school, underpinned by its shared values of kindness, curiosity and courage. Key principles of providing a broad curriculum, wide range of co-curricular activities and community service are drawn from the school's historic links to Friedrich Froebel whose philosophy emphasises wellbeing, curiosity, play, exploration, the importance of nature and independent thinking. Governors have supported the provision of high-quality resources and specialist facilities to support pupils' learning.
8. Comprehensive training ensures that leaders and staff have the knowledge and skills needed to fulfil their responsibilities effectively. There is a suitable governance structure in place, comprising the full board supported by committees covering education, safeguarding, finance, health and safety, equality, complaints, and training. Governors and leaders ensure that policies are reviewed regularly, updated in line with statutory guidance, understood by staff and implemented consistently so that the school promotes pupils' wellbeing and meets all of the Standards.
9. Governors and leaders demonstrate a comprehensive understanding of strategic risk and effective risk management. They ensure that suitable risk assessments are in place in relation to health and safety, individual pupils, and safeguarding, and that these are reviewed and updated regularly to maintain their relevance.
10. Governors draw on a wide range of evidence to evaluate the school's effectiveness and exercise effective oversight. Weekly meetings with the headteacher, regular reports, visits to the school, lesson observations, and discussions with staff and pupils provide governors with insights into daily practice. Safeguarding discussions, including those relating to behaviour and bullying, further inform their evaluation and ensure that leaders are both supported and held to account.
11. Leaders' self-evaluation of the school's provision is typically systematic and effective and includes a particular emphasis on meeting the Standards. Leaders identify clear priorities for future development with a focus on enhancing a 'one school culture' across all sections of the school. Leaders have identified areas to enhance continuity between the early years, the prep school and senior school, including assessment and the management of individual education plans. Although leaders of the early years evaluate this stage effectively and set priorities for development, their findings and plans are not incorporated into the school's overall self-evaluation, which begins at Year 1.
12. Leaders liaise, as required, with other agencies, including safeguarding partners, to ensure that pupils' needs are supported effectively. They communicate appropriately with the local authority regarding annual reviews and the use of funds for pupils who have an education, health and care plan (EHC plan).
13. The school has a suitable accessibility plan which includes adaptations to teaching, communication, school information, and the physical environment. The school fulfils its statutory duties under the Equality Act 2010.
14. Parents have access to a wide range of information through the school's comprehensive website and regular newsletters. All required policies and statutory information are published online. Parents are well informed about their child's progress and attainment. Effective communication with parents supports pupils' personal development and academic progress. In the prep school, parents receive a

termly report detailing attainment and effort in each subject, together with targets for the following term. Additional guidance is provided for parents of pupils preparing for entrance examinations. Parents may also attend termly meetings in person or online. Parents of pupils in Years 7 to 9 receive a termly report. From Year 10 onwards, reports are issued half-termly and include 'ambition grades' and projected GCSE outcomes. At A level, reports indicate grades linked to UCAS university applications. Annual written reports are supplemented by the option of pastoral meetings with tutors and academic meetings with subject teachers.

15. The school has a suitable complaints policy which is implemented consistently. Leaders respond promptly to any concerns raised by parents. The number of formal complaints received for the previous year is made available as required. Records are kept appropriately, including of any action taken and the outcomes of the complaint.

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, balanced, ambitious and well resourced. Educational visits enhance pupils' knowledge, skills and understanding. These include explorations in nearby Richmond Park, the Year 8 swimming camp in the Canary Islands and a sixth-form study tour to Iceland.
18. Leaders ensure that there is a consistent focus on the development of linguistic and mathematical knowledge, skills and understanding which supports pupils learning in other subjects. Pupils develop secure foundations in handwriting, spelling and grammar which enable them to write fluently using enriched vocabulary and complex sentence structures. Senior pupils extend their literacy skills to a high level across the curriculum and in extended projects where they investigate a range of challenging topics such as food security and political influences in the twenty-first century.
19. Through carefully sequenced steps that support pupils in learning key mathematical concepts and operations, pupils in the prep school apply their knowledge effectively when solving mental and written problems. In the senior school, pupils progress to multi-step problem-solving and complex reasoning, such as when interpreting statistical data sets or applying geometry to real-world contexts.
20. The curriculum in the early years is based upon the seven areas of learning. It is enriched through the provision of engaging and meaningful indoor and outdoor activities which reflect children's interests and experiences and specialist lessons in art, music and physical education (PE). The development of each child is fostered through purposeful play, exploration and high-quality interactions with adults who skilfully observe and respond to children's needs. Assessment is in relation to the early learning goals with children typically achieving the expected level of development. Additional school assessments indicate that most children exceed the goals and are well prepared for the next stage of their learning.
21. The early years is effectively built upon in the prep school where greater structure is introduced alongside continued emphasis on play, communication and exploration. Pupils extend their phonic knowledge, which supports accurate decoding and fluent early reading. They develop independent writing through activities such as saying sentences aloud before writing them.
22. The curriculum from Year 3 to Year 6 is extensive, including English, reasoning, French, Latin, mathematics, science, history, geography, religious education, computing, art, design technology, music, drama, and physical education. Specialist teaching and resources in key subjects support pupils in making good progress from their starting points and attaining above age-related expectations.
23. The curriculum in the senior school is broad, balanced and well planned to include wide-ranging opportunities in languages, expressive arts, sport and personal development. Pupils benefit from the opportunity to study a range of languages, including French, Latin, Spanish, German and Mandarin.
24. In Years 10 and 11, pupils retain breadth in their education through the study of nine to eleven GCSE subjects, including English language and literature, science, mathematics and at least one foreign language. Pupils in the sixth form typically choose three or four A-level subjects from a wide range of options and the Extended Project Qualification (EPQ). Leaders have introduced targeted guidance and study skills programmes which support pupils in adapting to the greater independence and rigour required for sixth-form and higher education studies.

25. Heads of department are highly knowledgeable and provide clear strategic direction within their subjects. Schemes of work are planned carefully to ensure progression and challenge. They take account of pupils' ages, aptitudes, examination requirements and interests. Areas for improvement are identified clearly and acted upon, such as strengthening continuity in science teaching between Years 6 and 7 and embedding structured reading sessions in Years 6 to 8 through enhanced library provision.
26. A comprehensive framework for assessment is in place to evaluate pupils' progress and attainment. Extensive analysis of data is used effectively to evaluate overall performance and the progress of individuals and groups, including pupils who have SEND or who speak EAL. Findings are shared in detail with heads of department, leading to precise strategies to further raise progress and attainment. Consequently, pupils throughout the school make good progress from their starting points. Attainment at GCSE and A level consistently exceeds national averages, particularly at the highest grades.
27. Pupils who have SEND are identified and supported effectively through the academic mentoring department, including ensuring that appropriate access arrangements are in place where required. Information from school assessments and external professionals inform individual education plans (IEPs), which most teachers use well to support pupils, primarily within the classroom. Leaders ensure that the requirements of EHC plans are implemented appropriately, including the statutory annual review.
28. The language competency of pupils who speak EAL is assessed using nationally recognised standards. Provision is led by suitably qualified staff who support teachers in adapting practice to enable pupils who speak EAL to access the curriculum and develop fluency. Teachers make use of resources such as visual aids, simplified instructions and structured approaches to vocabulary and grammatical development when required. Pupils are provided with opportunities to take GCSE examinations in their home languages, which recognises and values their cultural heritage and linguistic diversity.
29. Teaching is well planned. Teachers communicate clear learning objectives and use a wide range of high-quality resources to support learning. Most teaching is adapted to support pupils' learning needs through the use of a range of strategies, including providing challenging options, adapting questions and providing notes that particularly support revision for examinations.
30. There is an extensive range of co-curricular activities including those initiated and led by pupils. This breadth encompasses sport, performing arts, outdoor learning and charity partnerships. Activities include birdwatching, production of the school magazine, horse riding, film-making, language clubs, e-sports, climbing, Model United Nations and a mechanical engineering society. This provision enables pupils to challenge themselves and pursue personal interests as well as balancing academic demands with relaxation, recreation and personal growth.

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

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

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

32. PSHE is planned rigorously and implemented effectively as a core subject through the pastoral care system. Provision is enhanced across the curriculum where key themes are identified, such as ethical choices and their consequences, through assemblies and contributions from external speakers. The RSE curriculum is encompassed within PSHE and is in line with statutory guidance. It enables pupils to understand the emotional and physical changes people experience as they mature and move toward adulthood. In the early years and prep school, provision is carefully planned to include age-appropriate topics such as friendships, respect and the importance of kindness. The RSE curriculum is extended as pupils enter the senior school. Topics include healthy relationships, harassment, boundaries, consent, and contraception. Teacher assessment is used effectively to evaluate pupils' knowledge and understanding in PSHE and RSE. This informs planning and ensures that provision is responsive to pupils' needs and current issues. Pupils are provided with opportunities to ask questions and discuss issues that are important to them in a supportive environment.
33. The school develops pupils' spiritual awareness effectively. Time is given for reflection and appreciation of non-material aspects of life such as kindness, gratitude and service to others. In the early years, 'wow books' provide opportunities for personal reflection and celebration of individual achievements. Religious education (RE) and assemblies develop pupils' understanding of and respect for world faiths and the meaning of spirituality within diverse cultural contexts.
34. The school develops pupils' understanding of the need to be healthy and safe, including when online. Physical development is promoted effectively through PE lessons, competitive games, and an extensive range of co-curricular activities. Pupils with particular talents and interest in sport are supported in developing their skills to a high level at regional and national level in sports such as water polo, hockey, football and rugby. Leaders also ensure that the PE programme is inclusive, providing sporting opportunities for all pupils. Through these experiences, pupils develop skills such as teamwork, leadership, resilience, discipline and perseverance. They learn about the importance of balanced nutrition, sleep and exercise in maintaining their physical health and wellbeing.
35. Effective deployment of staff ensures that pupils are consistently and appropriately supervised throughout the school day, including before and after school, when children are eating in the early years, at breaktimes and lunchtimes, during activities, on school minibuses and when participating in trips. Staff are observant and responsive to the needs of pupils whom they supervise.
36. Behaviour is well-managed throughout the school, underpinned by clear behaviour and anti-bullying policies. Older pupils act as positive role models for younger pupils, demonstrating politeness and respect toward others. Pupils respond well to the school's system of rewards, particularly those linked to the house system. Detailed monitoring and tracking of behaviour include regular reviews of individual and wider patterns of behaviour. Timely support is implemented where necessary. Sanctions are administered fairly and in ways that take into account the needs of the particular pupils. Incidents are followed up with appropriate guidance, support and risk assessment. Pupils are encouraged to learn from their experiences, apologise where appropriate and consider how they can make positive choices moving forward.

37. Leaders ensure the admission and attendance registers are maintained in accordance with current statutory guidance. They monitor attendance and punctuality diligently. Support is put in place without delay for any pupils whose levels of absence and/or punctuality give rise to concern. Leaders provide the local authority with timely information regarding any pupils who leave or join the school at non-standard transition times.
38. Governors and external experts support leaders in ensuring that effective health and safety procedures are implemented consistently and that the premises are well maintained. Leaders with responsibility for health and safety are suitably trained, knowledgeable and diligent. They respond swiftly to any issues identified. The school site is maintained to a high standard, providing an orderly and well-resourced environment for learning and recreation. Appropriate health and safety training is implemented for governors, staff and pupils. All statutory checks are completed as required and recorded with precision, including in relation to fire safety. Regular evacuation drills, alongside efficient management of buildings and facilities, ensure that pupils and staff know how to respond appropriately in the event of an emergency.
39. The wellbeing centre provides a central hub for pastoral care and additional support for pupils' pastoral and emotional wellbeing. It offers a welcoming environment where pupils can access guidance, counselling, first aid and medical care. A high number of staff have been trained in first aid, including in paediatric first aid in the early years. Medicines are stored securely and administered in line with school policy. Leaders maintain records meticulously in relation to accidents and the administration of medicines.

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

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

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

41. Personal, social, health and economic education lessons prepare pupils well for life in modern British society. British values, including respect for the law and democracy, are actively promoted and underpinned by the school's values of kindness, curiosity and courage.
42. Pupils gain a comprehensive understanding of government and legislation by exploring the function of Parliament, how elections operate, the role of members of parliament, and how systems of government vary across different countries. Teachers are diligent in presenting a balanced political perspective, supporting pupils in questioning sources, verifying facts and recognising bias. Opportunities such as participation in the school council, sixth-form cabinet and debates enable pupils to experience democratic processes first hand.
43. Through PSHE pupils learn about diversity, including with regard to culture, religion, beliefs, gender and disability. Their understanding of respect, inclusion and equality is reinforced across the curriculum and through assemblies and societies, enabling them to demonstrate a mature and sensitive appreciation of diverse personal and social attributes. For example, in the prep school, the equality, diversity and inclusion (EDI) committee leads assemblies on different faiths and on neurodiversity. In the senior school, a range of pupil-led societies promote equality and diversity including the African, Caribbean, Asian and Allies Society (ACAAS) and the Feminist Society, which is open to all pupils.
44. Staff throughout the school provide effective support in helping pupils understand their emotions and the reasons for their behaviour. Emotional regulation techniques in the early years and prep school include structured routines to manage impulses, modelling calm responses and self-reflection. Pupil leaders in the senior school play an active role in guiding younger pupils to take responsibility for their actions and manage their behaviour constructively. Respect is nurtured through initiatives such as half-termly teas between junior and senior prefects and the house family system, which provide opportunities for social interaction across age groups.
45. Pupils' communication and social skills are fostered during lessons through collaborative work in pairs and groups, and further enhanced during breaktimes, activities and trips. From the early years upwards, pupils are supported in developing oracy skills that enable them to listen attentively, respond with clarity and grammatical accuracy, and engage confidently with others. Opportunities to participate in productions, debates and school events further enrich pupils' oracy, enabling them to articulate ideas with confidence and respect.
46. Pupils develop mature leadership qualities, including integrity, humility and adaptability, through a wide range of roles, including head of school, house captains, school council representatives, prefects and sixth-form leaders, and through The Duke of Edinburgh's Award scheme (DofE). They contribute meaningfully to the school and wider community through activities such as hosting tea parties for elderly residents, providing reading and lesson support in local primary schools, and rejuvenating neglected green spaces. Pupils also demonstrate social responsibility by actively supporting charitable initiatives, including the 'great house read' in aid of refugees, and support of local food banks. By undertaking these responsibilities, pupils develop their personal and social skills as well as contributing to their community and wider society.

47. Pupils gain a broad and applied understanding of economics through PSHE and across the wider curriculum, with opportunities to pursue economics at A level. From an early age, younger pupils take part in initiatives such as 'managing a tenner', which introduce them to budgeting, saving and making responsible spending choices. As they progress through the school, they explore wider topics, including consumer rights and the role of major financial institutions in society, equipping them with the practical skills to manage money effectively and to make informed financial decisions.
48. Pupils and parents receive helpful information and guidance regarding choice of examination subjects and higher education opportunities. Pupils in the sixth form receive personalised support towards their applications and interviews. The school provides a well-structured and impartial careers programme that reflects national benchmarks and is tailored to the needs of different age groups. Pupils benefit from direct experience of the world of work through visits, placements and the sharing of expertise from visitors and a wide range of parents. This comprehensive programme supports pupils in having high aspirations, enabling them to make informed choices for higher education, training and employment.

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

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

Safeguarding

50. There is a well-established culture of safeguarding throughout the school. Safeguarding policy and procedures are in line with statutory guidance. These are implemented consistently, including in the early years. Leaders ensure that policies are reviewed regularly and updated to reflect any changes to requirements.
51. Members of the safeguarding team are suitably trained and have sufficient time to fulfil their roles. They respond swiftly and appropriately whenever concerns are raised. They liaise effectively with external safeguarding partners such as the local authority, children’s services, health professionals, child and adolescent mental health services (CAMHS) and the police. Close working relationships are sustained with the local safeguarding partnership, ensuring that thresholds are understood and that referrals are made without delay. Safeguarding concerns are recorded diligently, with clear summaries of the issue, follow-up actions, and the rationale for decisions.
52. Leaders responsible for safeguarding, pastoral care and behaviour management work collaboratively. There is effective communication through regular meetings and discussions where information is shared at the appropriate level and suitable action taken, where required, including referrals, pastoral support and counselling to support pupils’ mental wellbeing. Leaders of the early years meet regularly with staff to consider how to meet the specific needs of young children. These meetings consider professional development and the most effective strategies to meet children’s needs.
53. Rigorous monitoring and oversight of safeguarding is implemented by leaders and through the governor responsible for safeguarding. Governors engage actively in monitoring safeguarding, including annual review, discussions with staff and pupils, scrutiny of the single central record of appointments (SCR) and supporting documentation. They receive comprehensive safeguarding reports including details of training, referrals and pastoral support provided, particularly in relation to behaviour, bullying and mental wellbeing. Governors and leaders carefully consider this information in order to evaluate how well the school meets safeguarding requirements and to establish where improvements can be made.
54. Through PSHE, pupils from the early years onwards develop an understanding of how to keep themselves physically and emotionally safe, including when online. Younger pupils engage in guided activities, stories and role play that help them to recognise trusted adults, understand personal boundaries and practise safe responses to unfamiliar situations. As pupils move through the school, PSHE and tutor time provide opportunities for pupils to explore feelings, boundaries and safe choices in greater depth. This supports pupils in building the confidence to ask questions, challenge unsafe behaviours and seek help when needed.
55. Staff demonstrate a clear awareness of contextual safeguarding, including the requirements of the ‘Prevent’ duty that relates to the risks of radicalisation and extremism.
56. Staff training is comprehensive, thorough and regularly updated in staff briefings. Safeguarding induction for all new staff ensures that they understand statutory requirements, school procedures and their responsibilities from the outset. The safeguarding team checks that staff understand safeguarding requirements through discussion and quizzes. Consequently, staff are confident about actions to be taken if there are concerns about a pupil or if a pupil makes a disclosure.

57. Staff understand the school's whistleblowing policy and the procedures to take if they were to have concerns about adult behaviour. They also understand the importance of noticing and reporting low-level concerns, including self-referrals, and any allegations that may arise.
58. A suitable internet filtering and monitoring system is in place to prevent pupils and adults from accessing inappropriate material online. The system is tested regularly. The safeguarding team monitors internet use closely and takes appropriate action where required.
59. All required safer recruitment checks are implemented and recorded with precision in a well-maintained SCR. Appropriate supporting evidence is held securely in staff files.

The extent to which the school meets Standards relating to safeguarding

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

School details

School	Ibstock Place School
Department for Education number	212/6040
Registered charity number	1145565
Address	Ibstock Place School Clarence Lane Roehampton London SW15 5PY
Phone number	020 8876 9991
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Website	www.ibstockplaceschool.co.uk
Proprietor	Ibstock Place School
Chair	Mr Stefan Martin
Headteacher	Mr Christopher Wolsey
Age range	4 to 18
Number of pupils	1053
Date of previous inspection	29 November to 1 December 2022

Information about the school

61. Ibstock Place School is a selective, co-educational independent day school which was founded in 1894 and now occupies a site on the edge of Richmond Park in London. The school comprises the preparatory school, including early years; and a senior school, including a sixth form. The governing board takes responsibility for the management of all aspects of the school. The current chair of governors took up his position in September 2023.
62. There are 24 children in the early years, comprising two Reception classes
63. The school has identified 190 pupils as having special educational needs and/or disabilities. A very small proportion of pupils in the school have an education, health and care plan.
64. The school has identified 29 pupils as speaking English as an additional language.
65. The school states that it aims to be a values-led, reflective, outward-facing organisation that celebrates diversity and fosters inclusion so that every member of the community feels supported and safe. It intends to provide a rounded education through a rich and diverse curriculum that equips pupils with the knowledge, skills, and mindset needed to lead healthy, fulfilling, and productive lives, guided by a strong understanding of the responsibilities of good citizenship. The school seeks to broaden pupils' horizons academically and through a distinctive co-curricular programme, challenging them to achieve within and beyond the classroom. The school aims for there to be an integrated pathway from early years to sixth form that provides individualised support that enables smooth transitions from one stage to the next.

Inspection details

Inspection dates

9 to 11 December 2025

66. A team of eight inspectors visited the school for two and a half days.

67. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods and an assembly
- 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.

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

How are association independent schools in England inspected?

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

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For more information, please visit isi.net