



EATON HOUSE  
BELGRAVIA



# Eaton House Belgravia

ISI Inspection Report  
Summary  
18 to 20 November 2025

# ISI

Independent  
Schools  
Inspectorate

Independent Schools Inspectorate (ISI) is the organisation that inspects independent schools in England. It is a government approved, independent body that provides objective evaluations of schools, with a focus on educational quality and pupil wellbeing. ISI is validated by Ofsted and accredited by the Government to carry out inspections.

ISI inspects independent schools and reports its findings to the Secretary of State for Education. The inspection involves a detailed review of how a school operates across a range of areas. Inspectors visit the school to observe teaching and learning, speak with staff and pupils, review documentation and pupils' work and gather views through surveys and interviews with parents and pupils, to build a well-rounded picture of the school.

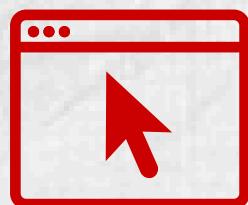
ISI inspections are important for several reasons:

- Quality Assurance: They give parents confidence that the school is delivering high-quality education and care.
- Continuous Improvement: Feedback from ISI helps schools refine and strengthen their provision and practice.
- Regulatory Compliance: Inspections confirm that schools meet required education and safety regulations, supporting the wellbeing of the whole school community.
- Benchmarking: Inspections help schools compare their work against recognised best practice in education and pupil care.

## ISI Report

ISI no longer award final grades such as 'excellent' or 'good', and the reports are no longer written in the extended format used in previous years. Under the current ISI framework, schools are judged as either 'met' or 'not met' against five key standards, alongside a concise summary of the inspection findings.

The full report can be found on our website by clicking on the icon below.



# Areas of Inspection

The ISI inspection scrutinises and reports on five key areas. The report first confirms whether the required standards have been met and then provides a qualitative insight into the inspectors' findings. Below are the official titles of each section. Please note that this Eaton House Belgravia summary report uses slightly different headings, although these align directly with the formal inspection categories.



Leadership and management, and governance



Quality of education, training and recreation



Pupils' physical and mental health and emotional wellbeing



Pupils' social and economic education and contribution to society



Safeguarding

# Mr Montague, Head



“I am extremely proud of what our school has achieved and I am grateful to every member of our community who contributed to this inspection outcome. This report reflects a calm, purposeful school where children are known well, learning is ambitious and relationships are grounded in kindness and respect. We are proud of what our pupils achieve each day and we remain committed to continual improvement.”

# Highlights at a Glance



All Standards met across leadership and governance, education, wellbeing, contribution to society and safeguarding

Leaders' prioritise the pupils

Secure oversight and strong pastoral support recognised

A broad curriculum with high expectations and embedded assessment celebrated

There is an established safeguarding culture

Early years provision praised for its engaging curriculum and safe learning environment

# Leadership and Governance

“

“They know pupils well and are quick to provide effective support, when needed.”

“Leader and governors prioritise the wellbeing of pupils in the decisions that they take.”

“Leaders and governors promote a culture of positive relationships and open communication between parents, staff and pupils.”

”



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# Quality of Education



“

“The school provides a suitably broad curriculum that is well resourced, and regularly reviewed and adapted in response to pupils' aptitudes and interests.”

“Teachers have high expectations and apply these to create a focused learning environment where pupils try hard and persevere in the face of challenges.”

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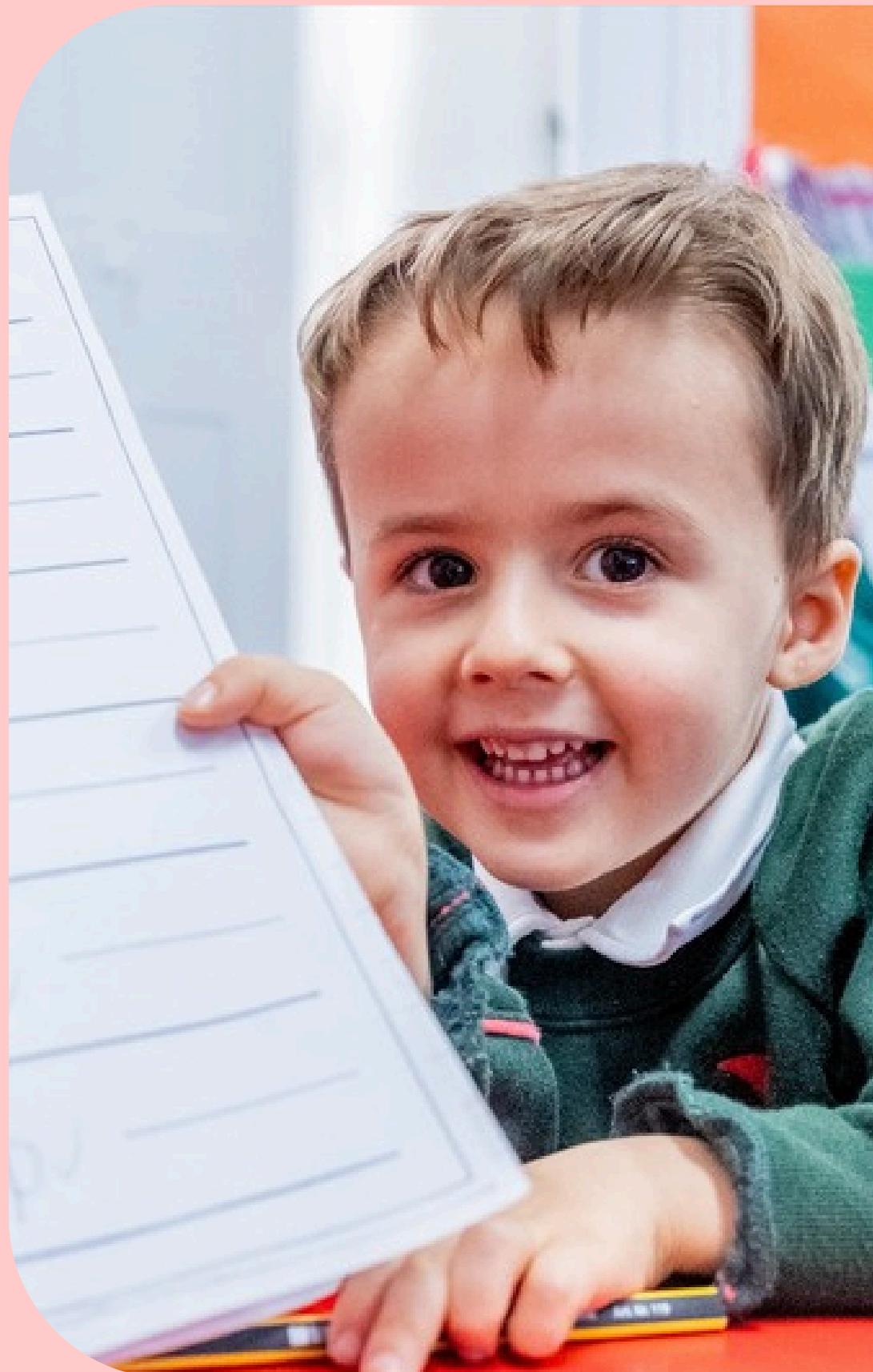
# Quality of Education

“

“Over time, pupils develop important knowledge and skills across the curriculum, including in essential areas of reading, speaking and mathematics.”

”

“‘Little luminaries’ lessons provide pupils with well-planned opportunities to use their knowledge of science, technology, engineering and mathematics (STEM) to solve problems.”



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# Miss Asadi, Deputy Head



“Our curriculum is thoughtfully designed to build strong foundational skills and to inspire pupils to think with curiosity and confidence. I am proud of the purposeful learning environment created by our teachers and of their commitment to securing high-quality learning for every child.”

# Early Years Foundation Stage



“

“The engaging and stimulating early years curriculum and the safe learning environment support the needs and interests of the youngest children.”

“They are encouraged to play, learn and form positive relationships.”

“Adults support children to develop an assured understanding of language and to express themselves confidently.”

”

# Early Years Foundation Stage

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“Leaders in the early years provide a stimulating environment, indoors and outdoors, that supports children’s development and enjoyment in their learning.”

“Daily phonics lessons and interactive games develop children’s secure knowledge of the sounds that letters make.”

“As a result, children learn effectively and are well prepared for their transition into Year 1.”

”



# Miss Lisa, Head of EYFS



“In EYFS, our focus is on secure foundations, warm relationships and a love of learning. We are delighted that the report recognises the stimulating environment and the skilled, attentive support our youngest children receive each day.”

# Wellbeing and Pastoral Care

“

“Leaders and staff create a nurturing environment that promotes inclusivity, care and kindness.”

“Pupils learn about important topics such as healthy and positive relationships, friendships, trust, kindness and respect, and consent in an age-appropriate way.”

“As a result, pupils behave well and are kind and respectful towards one another.”

”



# Wellbeing and Pastoral Care



“

“The physical education curriculum teaches pupils a variety of sports, including football, cricket and swimming, to develop their co-ordination, strength and stamina.”

“Staff actively promote a ‘share now’ motto as well as using house points and ‘golden rules’ to encourage pupils to be good listeners who are kind, gentle, hard-working, caring and honest.”

”

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# Wellbeing and Pastoral Care

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“Leaders support pupils’ development of emotional expression, self-knowledge and self-confidence.”

“Staff respond promptly, seeking more specialist support where needed, through pastoral coaching or emotional literacy interventions.”

“Leaders actively encourage pupils to tell an adult about any concerns they may have, including using well-publicised worry boxes.”

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# Behaviour



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“Pupils behave well and are kind and respectful towards one another.”

“Through assemblies, PSHE lessons and form times, the importance of positive behaviour is reinforced.”

“Leaders implement effective anti-bullying and behaviour policies to create a calm and safe environment.”

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# Values and Contribution to Society

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“Leaders develop pupils’ understanding of important values, such as respect, and provide them with effective preparation for their future lives in British society.”

“Pupils learn about the importance of the rule of law and right and wrong through PSHE lessons and assemblies.”

“Roles of responsibility develop pupils’ sense of leadership and ability to help and support others.”

”



# Values and Contribution to Society



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“Pupils learn that by being positive contributors they can make a difference to benefit their community and society.”

“Roles of responsibility develop pupils’ sense of leadership and ability to help and support others.”

“The school’s use of ‘golden rules’, supported by gentle staff guidance, teaches pupils to make moral choices, follow rules and understand the importance of consequences.”

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# Safeguarding



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“Leaders have established an effective safeguarding culture which prioritises care for pupils' wellbeing and safety across the school, including for the youngest children.”

“The computing and PSHE curriculums, assemblies and visiting speakers teach pupils how to stay safe, including when online.”

“They take swift and appropriate action when issues are identified.”

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# Safeguarding

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“Governors check on the effectiveness of leaders’ recruitment procedures to ensure that they are legally compliant.”

“A team of well-trained safeguarding leaders works closely with the designated safeguarding governor to ensure that policy and processes are appropriate and well embedded.”

“Leaders ensure that staff are well trained.”

”



# Recommended Next Step

Inspectors made only one recommendation, which will guide the next phase of our English curriculum development:



“Ensure that pupils have opportunities to write independently in a wide range of genres so that they understand how to write for different audiences.” (ISI, 2025)



“We are pleased to receive this constructive next step. We will use it to further strengthen our curriculum and broaden the opportunities for pupils at Eaton House Belgravia.”

Ross Montague, Headteacher



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