

School inspection report

18 to 20 November 2025

Eaton House School

3 – 5 Eaton Gate

London

SW1W 9BA

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 proprietorial and governing bodies maintain secure oversight of the work of the school. They effectively monitor the impact of leaders' work. Governors complete regular training to ensure their knowledge and understanding of current statutory guidance. They work closely with leaders and review policy implementation routinely. Governors ensure that the Standards are met consistently and that leaders have the necessary skills to undertake their roles.
2. The curriculum and teaching enable pupils to develop knowledge and skills across subjects. Teachers plan lessons carefully and set high expectations to foster a purposeful learning environment. They give constructive feedback so that pupils know how to improve. Extra-curricular activities, trips and visiting speakers enrich pupils' learning and interests. English and mathematics are carefully planned to develop secure literacy and numeracy skills from an early age. However, the curriculum offers limited chances for pupils to develop a thorough understanding of how to practise independent writing for different audiences.
3. 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. Their early knowledge in communication, speaking, reading, writing and mathematics is developed well by skilled staff. As a result, children learn effectively and are well prepared for their transition into Year 1.
4. Pupils' physical and mental health are well supported. Leaders actively promote the emotional wellbeing of pupils through an effective system of pastoral care. A wide range of sporting activities and team sports develop pupils' mental and physical health and self-confidence. Leaders implement effective anti-bullying and behaviour policies to create a calm and safe environment in which instances of poor behaviour are few and addressed swiftly. The comprehensive and well-managed approach to health and safety at the school means that the premises are well maintained. Leaders ensure that appropriate first aid procedures and effective supervision are in place.
5. Leaders develop pupils' understanding of important values, such as respect, and provide them with effective preparation for their future lives in British society. Teaching develops pupils' respect for diversity, thus supporting their growth as positive, respectful citizens. The curriculum and entrepreneurial projects give pupils an understanding of how to manage money. Roles of responsibility enable pupils to contribute to their school community. Opportunities for pupils to raise money for charities and perform at community events help develop their understanding of responsibility towards others.
6. Leaders have established an effective safeguarding culture. When concerns arise, leaders seek advice promptly from external safeguarding agencies to inform their decision-making. Staff are appropriately trained and understand their responsibilities to prioritise the safeguarding of pupils. Safer recruitment procedures are followed systematically to ensure the suitability of adults before they begin work at the school. Suitable filtering and monitoring systems are in place to protect pupils when they are online.

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 pupils have opportunities to write independently in a wide range of genres so that they understand how to write for different audiences.

Section 1: Leadership and management, and governance

7. Through governors, the proprietorial body maintains effective oversight of the school. Governors undertake regular visits, meetings and analysis of documentation. They speak with leaders, staff and pupils and monitor the implementation of policies and procedures to ensure that they reflect current legislation and guidance. Where needed, they commission external specialists to review the school's practices. Governors provide leaders with pertinent guidance, support and challenge to confirm that they possess the appropriate skills and knowledge to carry out their roles well. They ensure that leaders' actions are thorough and effective and that the requirements of the Standards are met consistently.
8. Leaders and governors prioritise the wellbeing of pupils in the decisions that they take. They provide a broad curriculum and range of experiences appropriate for the age and aptitudes of pupils, within a supportive environment. In assemblies, meetings and day-to-day interactions with staff and pupils, they effectively promote the school's aims for academic rigour and the development of kind and respectful individuals who contribute positively to society. Leaders and governors promote a culture of positive relationships and open communication between parents, staff and pupils. They know pupils well and are quick to provide effective support, when needed.
9. Leaders and governors regularly review the provision for pupils to assure themselves that their actions are effective and that the school is inclusive. They evaluate the whole-school development plan regularly to identify priorities and ensure continual improvement. For example, leaders introduced a framework that enables pupils to express feelings in terms of colour, and mindfulness sessions to enhance their emotional wellbeing. Leaders and governors regularly review the school's effectiveness in supporting all aspects of pupils' learning and wellbeing.
10. Leaders and governors understand their responsibilities for managing risk and follow statutory guidance closely. They identify and address risks effectively. Risk assessments are detailed, reviewed regularly and apply to all on- and off-site activities including breaktimes, trips and sports. Regular training ensures that staff respond quickly and appropriately to concerns. Governors and leaders review incidents and near misses to inform planning and improve future safety measures. Staff carefully assess indoor and outdoor hazards daily, including for the youngest children in the early years.
11. Leaders in the early years are knowledgeable about their responsibilities for the youngest children. They ensure that staff are well trained to deliver the curriculum and care for children. They provide comprehensive staff induction and regular supervision meetings. In this way, they ensure that staff are confident in how to support children in their learning and development.
12. Leaders provide the required information to parents, mostly via the school's website. This includes statutory information and policies on safeguarding, behaviour, anti-bullying and the curriculum. Parents receive regular progress reports about their child's progress and welfare and are invited to attend parents' evenings throughout the year.
13. Leaders work effectively with external agencies to seek advice and support quickly, when it is required. They provide appropriate information to the local authority related to pupils who have an education, health and care plan (EHC plan). They also inform the local authority of any pupils who join or leave the school at non-standard transition points.

14. Leaders ensure that policies and practices comply with the Equality Act 2010. They implement and regularly review a suitable accessibility plan so that those who have a disability can access written information, the curriculum and the physical environment of the school. For example, they ensure that evacuation chairs support the safe exit of pupils who have a disability, in the event of an emergency.
15. Leaders implement an effective complaints policy. They respond proactively to resolve informal complaints and manage formal complaints within defined timelines. Leaders maintain detailed records securely. They analyse complaints to identify lessons learned and make improvements where necessary.

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 school provides a suitably broad curriculum that is well resourced, and regularly reviewed and adapted in response to pupils' aptitudes and interests. Leaders plan carefully to ensure that pupils develop important foundational skills in reading, speaking and mathematics as they transition between year groups. Leaders plan precisely for opportunities in cross-curricular learning. For example, 'little luminaries' lessons provide pupils with well-planned opportunities to use their knowledge of science, technology, engineering and mathematics (STEM) to solve problems.
18. Teachers are knowledgeable about the subjects that they teach. They use a range of strategies to help pupils understand the content of their lessons, including through asking well-considered questions and encouraging pupils to ask questions about their learning. Teachers have high expectations and apply these to create a focused learning environment where pupils try hard and persevere in the face of challenges. Teachers provide pupils with opportunities to apply their learning in increasingly complex and innovative ways. For example, in 'little luminaries' lessons pupils face challenges such as creating a rescue raft to transport stranded animals across a flooded park.
19. Leaders have established and embedded an appropriate assessment framework. Leaders use assessment information to track pupils' progress and identify those who need targeted support, which is provided. Teachers use assessment information to identify where some pupils need more guidance in lessons and to provide helpful feedback to pupils so that they understand how to improve further.
20. Over time, pupils develop important knowledge and skills across the curriculum, including in essential areas of reading, speaking and mathematics. Through discussions about different texts and the production of podcasts, pupils express their ideas and opinions. In mathematics, pupils develop an age-appropriate understanding of number, place value, multiplication and division and the properties of geometric shapes. In English, pupils learn about a range of literary devices, including alliteration, onomatopoeia and rhyme. However, opportunities to practise writing independently in a range of styles are limited across the curriculum. As a result, pupils do not develop an understanding of how to write for a variety of audiences.
21. Leaders in the early years provide a stimulating environment, indoors and outdoors, that supports children's development and enjoyment in their learning. Adults support children to develop an assured understanding of language and to express themselves confidently. Daily phonics lessons and interactive games develop children's secure knowledge of the sounds that letters make. Children learn to confidently write simple sentences, read simple texts, count objects, relate numbers to digits and use number bonds. Through well-chosen activities, such as games with sand, children practise new learning in fun and exciting ways. Through songs and games, children learn to predict sequences, develop concentration and enhance their confidence to use new vocabulary. Children are well supported to transition into Year 1.
22. Leaders identify and support pupils who speak English as an additional language (EAL) who are in the early stages of learning English. Teachers adapt lessons, use visual images and provide specific support, so that pupils build vocabulary and improve their understanding. Pupils' linguistic development is closely monitored and, where needed, pupils receive additional support and

intervention. As a result, pupils develop appropriate language skills and are able to access the curriculum successfully.

23. Leaders identify the needs of pupils who have special educational needs and/or disabilities (SEND) effectively. Teachers are provided with strategies and guidance about how best to support pupils. Where needed, additional resources, such as wobble cushions, are used effectively to support pupils to access the curriculum alongside their peers. Pupils' learning needs and support are reviewed regularly. Where needed, additional intervention or specialist support, such as speech and language therapy, is provided. Pupils who have SEND learn, develop and achieve well.
24. A suitable programme of extra-curricular activities allows pupils to develop their skills and interests in areas such as gardening, debating, sports and crafts. Visitors, including from the emergency services and the Household Cavalry, and trips to places of interest, such as the Imperial War Museum, broaden pupils' learning experiences.

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

25. All the relevant Standards are met.

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

26. Leaders invest in supporting pupils' emotional wellbeing and mental health. Mindfulness lessons and assembly themes, such as World Mental Health Day, enable pupils to explore mental wellbeing and the importance of sharing concerns. Leaders actively encourage pupils to tell an adult about any concerns they may have, including using well-publicised worry boxes. Pupils learn to relate emotions to colours, which helps them to recognise and express their feelings. Staff respond promptly, seeking more specialist support where needed, through pastoral coaching or emotional literacy interventions. Leaders support pupils' development of emotional expression, self-knowledge and self-confidence.
27. Teachers give time for pupils to appreciate the natural world around them, for example, by allowing them to play with leaves in the park or stopping a lesson to enjoy the wonder of falling snow. Assemblies, PSHE lessons and the religious education (RE) curriculum introduce pupils to world religions and beliefs, including different views of faith, and reflection. In these ways, leaders promote and develop pupils' understanding of the importance of spirituality and taking time for reflection.
28. Leaders and staff create a nurturing environment that promotes inclusivity, care and kindness. PSHE lessons and assemblies teach pupils about protected characteristics such as gender, race and disability and why these should be respected. For example, through studies during Black History Month, pupils learn about Black culture, history and ongoing racism and inequality. As a result, pupils understand the importance of maintaining an inclusive and mutually respectful environment.
29. There is a well-planned and taught PSHE curriculum. This includes coverage of statutory requirements related to relationships education. Pupils learn about important topics such as healthy and positive relationships, friendships, trust, kindness and respect, and consent in an age-appropriate way.
30. Leaders have implemented effective policies and procedures related to behaviour and anti-bullying. Through assemblies, PSHE lessons and form times, the importance of positive behaviour is reinforced. 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. Pupils discuss the impact of bullying, such as through pupils' podcasts. As a result, pupils behave well and are kind and respectful towards one another. When incidents occur, leaders and staff investigate swiftly, take appropriate action and support all pupils concerned. Leaders keep and analyse detailed records so that patterns and trends can be spotted and acted upon.
31. The physical education (PE) curriculum teaches pupils a variety of sports, including football, cricket and swimming, to develop their co-ordination, strength and stamina. Starting in the early years, activities such as climbing and running enable the youngest children to develop fitness and co-ordination. They are taught to make healthy snacks such as fruit skewers. Older pupils learn to nurture their physical and mental health through activity and eating a balanced diet. The school provides a variety of sporting options to encourage all pupils to participate.
32. The school premises are well maintained, and health and safety and fire safety procedures are appropriate and well implemented. Effective first aid and medical facilities and arrangements are in

place. Record-keeping and staff training are appropriate, including with regard to the youngest children. Leaders ensure that pupils are well supervised at all times.

33. Leaders and managers ensure that the school's admission and attendance registers are maintained in accordance with current statutory guidance. They monitor attendance rates and trends closely and provide effective support, if required. The school notifies the local authority when pupils join or leave the school at non-standard transition points.

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

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

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

35. Leaders actively promote important values such as equality, tolerance and mutual respect through the PSHE and RE curriculum. Lessons are enhanced by assemblies and visiting speakers, which introduce pupils to diverse cultures and world religions. Pupils discuss their cultures, faiths and beliefs in class discussions, assemblies and events, such as 'speed faithing', where pupils hold short discussions with others about their religion. As a result, pupils learn about the importance of valuing individuality.
36. Pupils learn about the importance of the rule of law and right and wrong through PSHE lessons and assemblies. 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. Older pupils are involved in creating a constitution for the school to reflect their understanding of how rules support a positive and safe learning environment. Through these experiences, pupils appreciate that laws are important for a positive and safe society.
37. In the early years, staff provide activities to develop teamwork and collaboration. Children learn to take turns and share willingly in role-play settings, soft-play areas and outdoor activities such as the mud kitchen. This supports children's social development and helps them build positive relationships and mutual respect during interactive, play-based learning.
38. Leaders ensure that pupils learn about important British values, such as democracy. For instance, in 'little luminaries' lessons, pupils explore solutions to real-life problems. The youngest children vote about which game to play. Assembly themes such as 'democracy in action' help pupils understand that listening to others helps fair decision-making. Pupils elect class representatives to the school council, known as 'Belgravia parliament'. Through the school council, pupils have their views heard on topics such as homework, charity choices and the new salad bar option at lunch.
39. Economic education is woven into the PSHE and mathematics curriculums to prepare pupils for their future lives. In the youngest years, children count with coins as they learn to buy and sell items in a role-play shop. As they get older, pupils experience activities in the curriculum that teach them important skills, such as using a budget to purchase ingredients. There are a variety of opportunities that help pupils to develop entrepreneurship and gain practical economic experience in an age-appropriate way.
40. Roles of responsibility develop pupils' sense of leadership and ability to help and support others. Pupils undertake roles such as prefects, head pupils, heads of houses, sports and music prefects, and members of the 'Belgravia parliament'. They demonstrate mature leadership and communication skills as they undertake their roles. Pupils learn that by being positive contributors they can make a difference to benefit their community and society.
41. Leaders build and maintain positive links with the local community. The school choir, for example, entertains people at local Christmas events. Pupils support the wider community by raising money for a range of charities such as 'jeans for genes day', children who have cancer and those who are homeless. Pupils develop an awareness about the importance of contributing positively to society.

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

42. All the relevant Standards are met.

Safeguarding

43. Leaders have established an effective safeguarding culture which prioritises care for pupils' wellbeing and safety across the school, including for the youngest children. Leaders ensure that an appropriate and up-to-date safeguarding policy is available for parents, via the school's website. 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.
44. Leaders ensure that staff are well trained. They provide comprehensive induction training to new staff. They also provide refresher training, regular safeguarding updates and training to all staff, including in relation to the 'Prevent' duty, whistleblowing and low-level concerns. Where required, leaders use external specialist expertise to deliver some of this training. As a result, staff recognise and report any signs of concern, using the school's reporting system.
45. Leaders act quickly on concerns that are raised. Where required, they seek guidance or make referrals to relevant external agencies, such as children's services and mental health teams. They ensure that records are detailed about any action taken. Safeguarding records are comprehensive and stored securely.
46. Governors are appropriately trained and maintain close oversight of safeguarding procedures. They visit the school routinely, speak to staff and pupils and review documentation. They receive regular reports from leaders, review the policy, check on the implementation of safeguarding arrangements and take part in the annual local authority audit. Governors ensure that leaders take all reasonable action to keep pupils safe, in keeping with statutory guidance.
47. Leaders ensure that the required pre-employment checks are completed before adults start work at the school. They ensure that an accurate single central record (SCR) of appointments is maintained and that personnel files include appropriate information and are stored securely. Governors check on the effectiveness of leaders' recruitment procedures to ensure that they are legally compliant.
48. The computing and PSHE curriculums, assemblies and visiting speakers teach pupils how to stay safe, including when online. A suitable internet filtering and monitoring system is in place to promote online safety. Leaders check its effectiveness regularly. They take swift and appropriate action when issues are identified.

The extent to which the school meets Standards relating to safeguarding

49. All the relevant Standards are met.

School details

School	Eaton House School
Department for Education number	213/6045
Address	Eaton House School 3 – 5 Eaton Gate London SW1W 9BA
Phone number	020 7924 6000
Email address	admin@eatonhouseschools.com
Website	www.eatonhouseschools.com
Proprietor	Dukes Education Ltd
Chair	Mr Aatif Hassan
Headteacher	Mr Ross Montague
Age range	2 to 8
Number of pupils	115
Date of previous inspection	23 to 24 November 2022

Information about the school

50. Eaton House School is an independent day school in the Belgravia district of London. It is registered as a school for male pupils and has a co-educational nursery. The school has been owned by Dukes Education since 2021. The chair of trustees is also the chair on the board of governors. The current headteacher was appointed in January 2024.
51. Since the previous inspection, the school has requested a change to their registration agreement related to the age range of the pupils on roll. Previously the school admitted pupils aged 3 to 11 years. On 15 October 2025, the Department for Education (DfE) agreed that the school would be registered for pupils aged 2 to 8 years.
52. There are 52 children in the early years comprising two co-educational Nursery classes and two Reception classes for male children. In September 2024, the school was granted exemption from the learning and development requirements of the statutory framework for the early years foundation stage (EYFS).
53. The school has identified 13 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.
54. The school has identified English as an additional language for 22 pupils.
55. The school aims to enable pupils to fulfil their potential and to develop self-confidence and self-belief through learning, academic rigour, exploration and being inquisitive. It seeks to encourage pupils to persevere, to learn from mistakes and to embrace leadership and teamwork in a happy and inspiring environment. The school endeavours to prepare pupils for the challenges of the world they live in and to meet their next destination successfully.

Inspection details

Inspection dates

18 to 20 November 2025

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

57. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods and assemblies
- observation of a sample of extra-curricular activities that occurred during the inspection
- discussions with governors
- discussions with the headteacher, school leaders, managers and other members of staff
- discussions with pupils
- visits to the learning support area and facilities for physical education
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

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

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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