

School inspection report

13 to 15 May 2025

Eaton House The Manor School

The Manor

58 Clapham Common

Northside

London

SW4 9RU

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 successfully maintain a clear whole-school identity across the co-educational nursery and the separate schools for male and female pupils. The shared aims, ethos and values are embedded across all sections of the school and are well communicated to staff, pupils and parents.
2. Leaders ensure that the provision of separate schools for male and female pupils after nursery age does not discriminate against pupils in any way. They tailor teaching to develop the learning of pupils of both sexes equally effectively. Pupils succeed in lessons. This boosts their self-esteem and confidence and supports their wellbeing.
3. The proprietor and governing body act as efficient critical friends to leaders. The proprietor has effective systems in place that monitor the school's work and help ensure regulatory compliance. The proprietor provides staff with frequent training opportunities on a wide range of relevant areas, helping them keep up to date with current thinking about best practice, such as in education, safeguarding and health and safety.
4. The curriculum is carefully considered to develop pupils' skills and motivation to learn. The wide range of subjects is suitably diverse. Teachers are knowledgeable about their subjects and adopt effective methods to help pupils learn and make progress and achieve well across the curriculum. As a result, pupils are well prepared for their future senior schools.
5. Children in the early years receive a positive start to their school careers. Leaders and staff are knowledgeable about early years development and plan a range of wholly appropriate activities both indoors and out that foster children's love of learning. Children make good progress because staff know their individual needs and interests and plan activities accordingly.
6. The school values of kindness and respect are upheld by pupils and staff. Pupils behave well. Across the areas of school life pupils show high levels of respect for one another, such as by praising other pupils when they have said something kind, and by respecting each other's diverse identities. Relationships between teachers and pupils are positive and respectful, helping pupils learn in a calm and positive environment.
7. Leaders understand current statutory requirements for recording and reporting attendance. The attendance policy is appropriate and reflects school practice. Leaders are proactive in working with families to improve school attendance when levels dip below an acceptable level. However, at the beginning of the inspection, the system for reporting absence to the local authority was not fully established. As a result, a very small number of absences had not been reported when they should have been. This was an oversight and was fully rectified before the end of the inspection.
8. Pupils are well prepared for their future lives. For example, leaders have developed a comprehensive careers programme that provides pupils with an early insight into a wide range of possible future careers, often through learning from professionals in the field who visit pupils to explain their work.
9. Safeguarding leaders across the different parts of the school work together as a team to ensure a consistent approach is taken to safeguarding matters. There is an appropriate policy in place that outlines clear procedures for staff to follow should they be faced with a concern. Staff are aware of their responsibilities and engage in regular training and updates. Safeguarding leaders diligently

engage with external agencies where required and are not afraid to seek advice when faced with a concern.

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 mechanisms for reporting absences to the local authority as required under current statutory guidance.

Section 1: Leadership and management, and governance

10. Leaders of the different parts of the school are knowledgeable and work effectively together to promote the school's ethos, aims and values. They ensure that by the time pupils leave the school, they are well prepared for their next steps.
11. The proprietorial and governing bodies provide ongoing support and oversight and have rigorous systems in place to evaluate the school's work. Their careful monitoring ensures that leaders apply their good knowledge and skills to promote pupils' wellbeing effectively and ensure that the school meets the Standards. Through provision of regular group training, they enable staff to keep up to date in their knowledge and skills and this in turn drives continual improvement in practice so that pupils' experiences are enhanced.
12. Leaders have a clear research-based rationale as to why the school teaches male and female pupils separately from the Reception classes onwards. Leaders ensure that male and female pupils get equal quality of provision and opportunity. They monitor the provision carefully to ensure that this remains the case, for example by conducting joint work scrutiny across the school.
13. Leaders thoroughly evaluate the provision and there is an ongoing plan for school development. This process leads to changes that support pupils' wellbeing, such as by introducing safeguarding software as a method for pupils to report concerns confidentially.
14. The required policies and information are made available on the school website. Parents receive regular written reports on their child's progress. Parents of children in the early years receive ongoing access to information about their child's learning and development via an electronic reporting system. The school provides the local authority with all required information relating to funded pupils who have an education, health and care plan (EHC plan).
15. Risk assessment procedures are managed efficiently by well-trained staff. Risk assessments are suitably detailed and identify and mitigate risks appropriately. This includes both in and out of the classroom and whilst pupils are away from the school. Risk assessments take into account individual pupils' specific needs carefully. Leaders oversee risk assessments systematically. The proprietorial body provides an additional level of oversight.
16. The complaints policy puts forward suitable procedures in line with statutory requirements. Leaders implement the complaints policy effectively and keep appropriate records of concerns raised, including of any raised at the informal stage.
17. Leaders work effectively with external agencies and specialists where required, including the local council and safeguarding partners.
18. The school meets the requirements of the Equality Act (2010). Leaders promote pupils' equality of opportunity effectively. This includes by ensuring that both male and female pupils receive an appropriate curriculum of equal breadth and quality. The accessibility plan is suitable and sets out the school's measures to ensure and increase accessibility to all aspects of school life including the curriculum and premises.
19. Early years leaders have established robust measures to support staff in their roles. Staff engage in regular meetings on a range of subjects where they can discuss the children in their care, training

needs as well as their wellbeing. Such meetings help ensure that children's needs are considered and met effectively.

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

20. All the relevant Standards are met.

Section 2: Quality of education, training and recreation

21. The curriculum is well thought out and is designed effectively to meet pupils' learning needs. It is well sequenced and includes a wide range of subjects. The curriculum is enhanced through the addition of subjects such as Latin and ballet. The school values are embedded within the curriculum throughout the school and are closely aligned to British values of mutual respect and the rule of law. Leaders carefully determine the most effective ways to deliver the curriculum across the different parts of the school. For example, the prep school curriculum is largely based around the requirements of the Common Entrance (CE) examinations. Pupils show interest in the range of subjects offered across the school.
22. Teachers are knowledgeable about their subjects and skilfully plan and deliver lessons that utilise teaching methods and grouping strategies that best suit the range of pupils in their class. Suitable tasks enable pupils to link their learning across different subjects, such as measuring mathematical angles in Kandinsky's artwork. Teachers manage classroom behaviour very well. Their expectations are high, and routines are well established. Pupils make good progress as a result of these measures. They attain highly in 11+ and CE examinations and achieve places at selective schools.
23. Leaders of the provision for pupils who have special educational needs and/or disabilities (SEND) work closely together, providing support as needed across the school. Pupils who have SEND have a 'passport' or a 'personal education plan' that provides teachers with detailed information that helps them adapt their teaching to meet pupils' needs, including through the use of additional staff when required. As a result, pupils make good progress in relation to their starting points. The school also works with external specialists who visit to provide sessions, such as for speech and language and occupational therapy.
24. Pupils who speak English as an additional language (EAL) receive early support for their English when required, such as pre-teaching vocabulary. Staff use a wide range of strategies and resources to support pupils as necessary. Pupils who speak EAL make good progress, and their attainment is in line with age related expectations.
25. A well-established and effective assessment framework is in place. Leaders use assessment data to identify where pupils require support or challenge through regular data review meetings. Teachers routinely check what pupils have understood and can do and where they need further help. They plan support accordingly so that pupils can succeed. Teachers' constructive feedback and marking help pupils understand how well they have achieved and what they can do to improve their work further.
26. Early years staff demonstrate a secure knowledge of how children develop and of the early years requirements. Staff plan interesting activities that capture children's interest and help them to extend their knowledge and skills in an engaging way, such as when reinforcing children's literacy and mathematical skills through a range of games. Early years staff know the children in their care very well and plan activities that meet their needs. Staff help children to develop their language and vocabulary, including through careful questioning and giving children time to express their ideas. Teachers take time to explain new vocabulary to further extend children's vocabulary such as the difference between jeans and genes.

27. The school provides an extensive range of extra-curricular clubs and activities in areas such as skateboarding, mini-circuits, orchestra, science and computing. Clubs are led by knowledgeable staff who help pupils develop their skills, for example in prep squad club, cricket and pre-prep dodge ball. Pupils' participation in activities that interest them is high and contributes to their preparation for the next steps of their education and success in gaining scholarships.

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

28. All the relevant Standards are met.

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

29. The behaviour of pupils is consistently positive. The behavioural guidelines in each part of the school communicate high expectations of pupils and staff deploy well-chosen strategies to help pupils behave well. Pupils are well motivated by rewards systems throughout the school. The anti-bullying strategy is effective across school. Staff teach pupils why bullying is not to be tolerated. Leaders respond swiftly and effectively to the rare behavioural and bullying concerns that do arise.
30. Early years staff create opportunities for children to reflect on kindness and appropriate ways to treat others. Children reflect on whether story characters are kind or not and can explain how they would treat others.
31. The whole-school personal, social, health and economic (PSHE) education and relationships and sex education (RSE) programme covers the required areas across the age range. Lessons are effective and inclusive, covering topics such as friendships, mental health issues and puberty. Strategies like worry boxes and social stories ensure pupils are supported and can access support if needed. PSHE lessons help pupils understand the importance of consent and mutual respect in relationships. Early years children are introduced to concepts of privacy, consent and sharing worries in an age-appropriate way using resources from the NSPCC.
32. Pupils demonstrate high self-esteem, motivation, and an understanding of their own wellbeing needs. The school promotes this through providing pupils with constant encouragement and celebration of their achievements. This includes out of school accomplishments, such as fundraising successes.
33. Pupils' spiritual understanding is promoted by their learning about key religions in the UK, and visiting diverse places of worship such as Buddhist temples, churches and mosques. Pupils are respectful of others' beliefs and display a genuine interest in learning about these.
34. Leaders and staff promote the school's positive values consistently. Poems and stories are used very effectively to explore ideas of what constitutes acceptable and unacceptable use of language and to tackle concepts such as racism and stereotyping. For example, older prep pupils discuss the poem *Half Caste*, while children in the early years learn through engagement with well-chosen stories and books why being unkind because someone is different is not acceptable.
35. Physical education (PE) is taught by specialist staff throughout the school, including in the early years. Children in the early years develop skills, such as climbing and running, through engaging in sporting activities. They also develop their fine and gross motor skills through a range of well-chosen activities. Pupils receive appropriate coaching and develop their physical skills in specific sports such as cricket and football, as well as in areas such as swimming and ballet.
36. Pupils take on positions of responsibility in the school, including representing others through the school council. Leaders take pupils' views into account in their decision-making, such as about the range of clubs on offer.
37. The school maintains admission and attendance registers as required. Leaders inform the local authority of any pupils who join or leave school at non-standard times of transition. The attendance

policy and procedures reflect current statutory guidance. Attendance champions and wider staff discuss attendance concerns in meetings and work closely with parents. As a result, attendance levels are high across the school. However, the school's system for reporting absence to the local authority was not fully established at the start of the inspection. As a result, the school had not informed the local authority of a very small number of notifiable absences in the required timescale. This was rectified by the end of the inspection.

38. The proprietor, governors and leaders oversee health and safety and fire safety arrangements diligently. They ensure that all required checks and maintenance are carried out, including with regard to fire safety equipment. Fire evacuation drills are conducted regularly. The premises and facilities are maintained methodically and effectively.
39. Staff maintain appropriate supervision of pupils at all times, including when using Clapham Common for activities. Leaders are present during drop off and pick up times and there is an effective system in place for handing pupils over to parents or carers. Appropriate staff to child ratios are maintained in the early years.
40. The first aid provision is suitable and effective. Leaders' decision to create a wellbeing hub has enabled pupils to have onsite access to a range of physical and emotional support, such as through a trained nurse, counsellors and therapists. Pupils know who to report to when they feel unwell, and care is taken to assess each situation individually. Staff first aid training is logged on a central system, and certificates are up to date. This includes for early years staff, who have the required paediatric first aid qualifications.
41. Pastoral care is deeply embedded within form tutors and pastoral staff who provide individual support for all pupils. The wellbeing hub has enhanced the levels of support provided to pupils, including should pupils experience any anxiety during examination periods. Assemblies and newsletters provide platforms for recognising achievement and building confidence. The pastoral care and support provided to pupils supports their development of self-confidence and self-esteem.

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

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

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

43. The school actively fosters a deep sense of community, social responsibility, and empathy among pupils through a broad range of initiatives such as gardening and litter picking in partnership with a local conservation organisation. Pupils of all ages and backgrounds contribute to charitable initiatives and community events, developing their sense of civic responsibility. Within the school, roles such as sports captains, house leaders, club representatives and acting as 'buddies' promote pupils' leadership skills and sense of responsibility towards others.
44. Pupils gain an awareness and appreciation of diversity through the curriculum. For example, they explore literature that includes protagonists from a wide range of backgrounds and life experiences. Pupils take part in activities designed to raise their awareness of diversity, such as Black History Month and events focusing on different cultures.
45. The school provides pupils with insight into the wide range of careers they may wish to pursue in the future. The careers programme is well developed and includes input from a wide range of speakers, representing a diverse range of careers, such as art auctioneers, lecturers in medieval history, and those representing careers in finance, law, the military and medical professions. The school ensures that there is impartiality in the advice provided and vets the nature of any talk before it takes place.
46. School leaders provide pupils with well-considered advice about how to choose and prepare for future schools. This includes discussions with the principal and staff about senior school choices, and the regular 'road ahead' event where former pupils return to provide leavers with advice about the expectations of senior schools.
47. The school develops pupils' leadership skills through programmes such as a young leadership award that runs throughout the school from the early years up to Year 8. The Independent Schools Examination Board's Independent Project Qualification (iPQ) is offered as a choice for pupils to prepare an extended project on an area of their choice. This helps pupils prepare for future learning in their senior schools by developing their skills in areas such as research and presentation.
48. Pupils are taught about public institutions such as the monarchy and the parliamentary system. They learn about public services, such as the National Health Service, and how they benefit society. Extra-curricular activities such as Model United Nations discussions introduce pupils to the principles and work of the United Nations.
49. The school provides effective economic education. Pupils learn about topics such as debt, bank accounts, mortgages and tax. Pupils are given practical opportunities to develop economic knowledge and understanding. For example, in the early years, children learn about how to use coins in the role play corner and Year 5 pupils take part in an enterprise activity. Pupils across the school also enter a young leadership award with age-appropriate stages that are tailored to the school and the pupils. They also organise and run stalls in the yearly 'Manor Market'.
50. Early years staff enable children to develop secure social skills. They encourage children to be kind to one another and play well alongside and with others. Staff are aware of children who may find it challenging to regulate their emotional responses and put appropriate support in place before an

issue arises. There are opportunities for children to engage socially with others across the different parts of the school, so developing their social awareness.

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

51. All the relevant Standards are met.

Safeguarding

52. There is a shared and effective approach to safeguarding across all parts of the school. The safeguarding policy and procedures reflect current statutory guidance. Safeguarding leaders are suitably trained for their role. The safeguarding leads work as a team and maintain a clear oversight of safeguarding across the school. Any concerns are carefully logged, and the safeguarding leaders closely work with external agencies, including when concerns reach the reporting threshold.
53. The governing body maintain close oversight of the school's safeguarding arrangements. Safeguarding leaders are professionally curious and are not afraid to reach out for advice where they are in any doubt about a situation.
54. Leaders have fostered a culture of safeguarding across the school. Staff engage in regular training in a wide range of safeguarding topics, including the 'Prevent' duty which relates to concerns about radicalisation and extremism. Staff are vigilant and know what to do should they be faced with a concern.
55. The school has robust systems for filtering and monitoring internet use. Safeguarding leaders are alerted of any potential breaches and take appropriate action. They conduct regular audits of the systems.
56. Leaders provide pupils with ways to share concerns should there be a need. Pupils are listened to and strategies adapted as a result. The recent introduction of an online reporting tool for pupils to raise concerns or worries has also been positively received.
57. Pupils are provided with constant information about how to keep themselves safe. This includes information on safety when travelling, such as through sessions run by Transport for London (TfL), and online safety. Prep pupils learn about the need to protect themselves when using devices, such as by not sharing personal information or images.
58. Leaders are trained in safer recruitment and maintain robust safer recruitment processes. All required pre-employment checks are carried out and recorded in a suitable single central record of appointments (SCR) as well as in meticulously maintained staff files. The single central record is detailed, thorough and meets the statutory requirements. The proprietor's representative both monitors to ensure Standards are met and provides support, as necessary.

The extent to which the school meets Standards relating to safeguarding

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

School details

School	Eaton House The Manor School
Department for Education number	212/6394
Address	Eaton House The Manor School The Manor 58 Clapham Common Northside London SW4 9RU
Phone number	020 792 46000
Email address	admin@eatonhouseschools.com
Website	www.eatonhouseschools.com
Proprietor	Dukes Education Ltd
Chair	Mr Aatif Hassan
Principal	Mrs Sarah Segrave
Age range	2 to 13
Number of pupils	683
Date of previous inspection	8 to 10 June 2022

Information about the school

60. Eaton House The Manor is an independent co-educational preparatory day school located in Clapham, London. The school comprises four schools, each with its own head in addition to the overall principal. There is a co-educational nursery, a pre-prep for male pupils aged 4 to 8 years, a prep school for male pupils aged 8 to 13 years and a separate school for female pupils aged 4 to 11 years. The school is owned by Dukes Education and is overseen by a board of governors. The head of the school for female pupils took up her position in September 2022.
61. There are 117 children in the early years comprising two Nursery classes, three Reception classes in the pre-prep school and two Reception classes in the school for female pupils.
62. The school has identified 175 pupils as having special educational needs and/or disabilities (SEND). Nine pupils in the school have an education, health and care plan (EHC plan).
63. The school has identified English as an additional language for 28 pupils.
64. The school states its aims are to provide an academically rigorous and broad education that encourages pupils to achieve the very best in all they do, developing into knowledgeable and reflective young people. The school seeks to nurture pupils' gifts and talents, enabling them to access a wide range of future opportunities. It intends to place pupils' wellbeing at the heart of everything they do, ensuring they feel noticed and known and helping them become compassionate and empathetic individuals. The school endeavours to embed a culture that promotes a love of learning in a vibrant and inclusive community.

Inspection details

Inspection dates

13 to 15 May 2025

65. A team of six inspectors visited the school for two and a half days.

66. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods
- observation of a sample of extra-curricular activities that occurred during the inspection
- a discussion with the deputy chair of governors
- discussions with the principal, school headteachers and 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.

67. 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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