

School inspection report

7 to 9 October 2025

London Park School Mayfair and London Park School Sixth

106 Piccadilly

London

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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 ensure that pupils understand the school's values. The personal, social, health and economic education (PSHE) curriculum and clear expectations of staff help pupils to know the importance of respect for all and enable a culture of inclusion.
2. Leaders have put robust procedures in place that are consistently implemented to help ensure that pupils who learn mainly online are safe and that their dedicated online lessons deepen their knowledge and understanding.
3. Staff are well trained to recognise and support the needs of pupils, helping pupils to regulate their emotions where required and adjusting teaching to ensure pupils are helped to improve their work. Pupils who have special educational needs and/or disabilities (SEND) are supported well by staff to access the curriculum, including physical education and extra-curricular activities.
4. Leaders monitor the progress of pupils diligently and ensure that appropriate strategies are put into place when pupils are in need of additional guidance or support with their work.
5. Leaders with responsibility for safeguarding have suitable training for their roles. They have a deep understanding of the contextual safeguarding risks to pupils and ensure that control measures are implemented and that these controls are regularly reviewed for effectiveness.
6. Liaison with external agencies is effective and prompt. Leaders work extensively with external agencies, sometimes for extended periods, to help ensure pupils get help and support.
7. Pupils voice their views and opinions thoughtfully and with confidence. They are keen to do well and show determination in the approach to their work.
8. Lessons are carefully planned by teachers. Teachers provide clear direction to pupils on what they need to do to develop their work, which helps pupils to make good progress.
9. Leaders ensure that sixth-form pupils receive individualised and structured support in the careers programme to help them make decisions about what they do when they leave school. Younger pupils do receive helpful advice regarding careers and subject choices though this does not always give them all the information they need to help them to plan their next steps.
10. The physical education curriculum supports both pupils' skills and their understanding of how to stay healthy. Leaders adjust lessons and provision to ensure that it is inclusive and supportive of pupils' development and ensure that pupils who learn mainly online are also able to benefit.
11. Leaders take a strategic approach to the identification and management of risk. Suitable risk assessments are in place and implemented effectively. These include the activity of staff and pupils collectively but also relate to the safety and wellbeing of individual pupils where required.

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' views, experiences and needs are consistently taken into account in the planning and delivery of careers advice for younger pupils.

Section 1: Leadership and management, and governance

12. The school's values of collaboration, creativity, courage and compassion are understood well by the pupils through consistent promotion in assemblies and form time by leaders and staff. Leaders have developed the 'empowerment' curriculum, which helps to embed pupils' understanding of the school's values and develop empathy and understanding through practical application in projects such as peer mentoring and charity work.
13. Leaders include the views of pupils, staff and parents in evaluating what the school does well and in identifying areas for development. Leaders take careful account of the views and experiences of pupils in their detailed planning and ensure that pupils' welfare remains a priority when changes are implemented.
14. Since the previous inspection, leaders have extended the school's provision to include 'hybrid' teaching. This provision consists of pupils being taught in online lessons for all except one day in the week when pupils come into school for practical subjects, including physical education. Leaders have planned this provision carefully to ensure that staff are suitably trained to support pupils in their learning and to help lower barriers to attendance.
15. Governors are effective in maintaining oversight of the leaders' work. The governors receive termly reports from leaders which are discussed in depth at board meetings. Governors also visit the school to speak to staff and pupils to hear their experiences at first hand. This helps governors to ensure that leaders have the required skills and knowledge to ensure that the Standards are met consistently.
16. The school fulfils its responsibilities under the Equalities Act 2010. Leaders ensure that a suitable accessibility plan is in place and that its implementation is regularly reviewed. Leaders also take considered steps, such as consistent promotion of the school's values, to help ensure that the school community is inclusive.
17. Leaders ensure local authorities are provided with the information they require in relation to pupils who have an education, health and care plan (EHC plan).
18. Leaders take a consistently diligent approach to the assessment and mitigation of risk. Risk assessments are detailed, specific to the circumstances of the school and include clear control measures to manage the risk. Risk assessments are regularly reviewed to ensure they continue to reflect fully the activities staff and pupils are involved in.
19. Leaders ensure that policies are implemented effectively. Parents are provided with all the required information, which is published on the school's website. Parents also receive regular, clear and detailed written reports on their child's progress and attainment.
20. The complaints policy is implemented well. Leaders ensure that complaints are dealt with promptly and that suitable records are kept so that any patterns can be identified and acted upon.
21. Leaders liaise closely with external agencies to help ensure that pupils receive appropriate help and support. Leaders ensure any referrals are comprehensive and they continue to collaborate with parents and external agencies to monitor the effectiveness of the support in place.

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

22. All the relevant Standards are met.

Section 2: Quality of education, training and recreation

23. Leaders have implemented a curriculum that includes a broad range of subjects, which is also fully accessible to those pupils who learn mainly online. It allows pupils to identify and develop their academic interests within all of the required areas. Leaders structure the individual subject curriculums carefully to ensure that lessons are suitably sequenced to help allow pupils to build on their prior knowledge and skills.
24. Teachers manage lesson time well. Their subject knowledge is good and they plan lessons thoughtfully and carefully, making effective use of a range of resources and teaching techniques that take into account pupils' prior attainment and knowledge. Though planning is detailed, it is also flexible, allowing for pupils' individual needs to be supported.
25. Pupils also receive clear feedback on their work, which helps them to identify areas to improve and develop. This helps pupils to make good progress. They want to do well in their studies and they engage in their work with determination. Pupils are articulate and they communicate clearly and with confidence.
26. The needs of pupils who have SEND are identified early. They are well supported by staff in one-to-one and small group sessions and in lessons by teachers who understand their needs and how to adjust teaching and resources to best help pupils to learn. Staff and leaders liaise frequently with each other to ensure that pupils who learn predominately online receive the same level of help and support.
27. Leaders monitor lessons carefully to ensure that pupils are supported well by staff and that fundamental British values are consistently promoted.
28. The progress of individual pupils is also checked diligently by leaders, who use the data that they collect to identify pupils who are in need of additional support. Suitable strategies are then put into place to help these pupils, followed by frequent reviews to help ensure that pupils are able to make the progress they should.
29. Pupils who speak English as an additional language (EAL) are well supported by suitably qualified staff. Their needs are identified on joining the school and they are given structured support to help them develop their confidence in speaking and subject-specific vocabulary. The support put in place for pupils is subject to frequent review and modification as pupils' understanding and use of English develops.
30. Leaders have developed an appropriate extra-curricular programme that is sufficiently varied to allow pupils to develop their interest in sports, games or creative pursuits such table tennis, chess and choir.

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. Leaders have designed the physical education curriculum so that it helps pupils develop their physical fitness and skills, including agility, reaction times and co-ordination. Pupils are given clear targets or objectives at the start of each section of the curriculum and their progress is frequently assessed by teachers against these starting points. Leaders make suitable adjustments to the teaching of physical education, such as using visual aids and simplified instruction sheets, to help ensure that the curriculum is inclusive. Both the physical education and PSHE curriculums help pupils understand how to keep themselves fit and healthy.
33. Leaders monitor the attendance of pupils carefully and take early action, including working closely with parents, to help and support pupils to attend school. Where required, the local authority is informed of pupil absence or illness and of any pupils who join or leave the school at non-standard times. Leaders ensure robust mechanisms are in place to check and respond immediately to the attendance of pupils who learn mainly online to help ensure they are kept safe.
34. The expectations of staff are clear to pupils, who behave well. Bullying is not a common event and, when it does happen, leaders take action quickly to help and support all pupils involved. Leaders ensure that pupils are well supervised both in school and on school trips.
35. The relationships and sex education (RSE) programme is integrated into the PSHE curriculum and includes all the required content and is also flexible to accommodate the evolving needs of pupils. Leaders have considered carefully when and how to introduce sensitive topics to ensure that they are appropriate to the age of the pupils. Teaching helps to ensure that pupils are able discuss their concerns and questions and reflect on their learning.
36. The school has suitable accommodation to support the first aid needs of pupils. Pupils who become unwell or who are injured receive prompt treatment by staff who are appropriately qualified.
37. Leaders' approach to health and safety is consistently robust. The required checks and maintenance are carried out frequently and diligently recorded and monitored. Prompt action is taken should checks indicate the need for any further action. School buildings are well maintained and leaders ensure that the site is secure.
38. Pupils know and understand the action to take in the event of a fire as a result of frequent fire drills. A detailed and up-to-date fire risk assessment is in place and leaders ensure that relevant control measures, such as fire detectors, fire alarms and firefighting equipment, are in place and regularly checked for continued effectiveness.

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

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

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

40. Leaders have implemented a PSHE curriculum that is effective in helping pupils understand the importance of respect for different cultures, beliefs and traditions. The content of PSHE lessons is carefully sequenced to address inclusion and respect at increasing levels of depth as pupils mature. Staff are trained to help pupils discuss equality and diversity and a broad range of other themes with sensitivity and in an age-appropriate way.
41. Pupils know the clear expectations of leaders on the importance of respect for all in the community. Relationships between pupils, including between those of different ages, are warm and understanding. Older pupils are keen to support younger pupils through the mentoring programme, which helps pupils of different ages to get to know each other and to build a sense of community.
42. Leaders respond to pupils' interests in terms of economic education. For example, recent lessons have focused on cryptocurrencies and the risks around payday loans. Teaching uses real-world scenarios well to help pupils develop both financial awareness and responsibility.
43. Pupils in the sixth form have a good understanding of the employment, training and education options open to them when they leave school as a result of the structured careers programme, which includes individualised support, contact with employers and visiting speakers. The guidance for younger pupils is not always as consistently effective and clear in helping to respond to all the questions pupils may have when exploring their choice of subjects and future employment or education.
44. Leaders ensure that pupils have appropriate opportunities to learn about and understand the importance of the rule of law and democratic values through assemblies and the wider curriculum. The election of class leaders, for example, helps pupils to see and understand the democratic process in action.
45. Pupils' experience of supporting charities by raising funds and by litter picking in public parks helps them understand how they can make a positive contribution to the community both locally and in the wider world. Many of these initiatives are selected and led by pupils. Leadership opportunities in the school community help pupils develop their organisational, teamwork and public speaking skills.
46. Leaders monitor both the curriculum and lessons extensively, as well as the messages from any visiting speakers, to help ensure that pupils' understanding of political issues is developed in a balanced and unbiased manner.
47. Leaders listen carefully and respond to the views of pupils through the school council and a suggestion box. For example, pupil suggestions around the number sets in mathematics and the movement of form time to the middle of the day were addressed promptly.

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

48. All the relevant Standards are met.

Safeguarding

49. Leaders ensure that the safeguarding policy is understood by staff and that it is effectively implemented. All staff receive appropriate training, including on induction when starting employment. The training reflects the context of the school and helps ensure that staff understand their safeguarding responsibilities and that they are alert to signs of abuse, neglect and exploitation of pupils.
50. Leaders with responsibility for safeguarding are well trained and they take appropriate steps to ensure that staff understand statutory guidance. Procedures for reporting concerns relating to the welfare or safety of pupils are clear and staff make such reports without delay. The safeguarding team works effectively with external agencies such as children's services and the police and makes prompt referrals, where required, to help ensure pupils are safe and that they get the support that they need. Safeguarding records are detailed with clear chronologies and are held securely.
51. The contextual risks to pupils, including radicalisation, are understood well by leaders with responsibility for safeguarding, who ensure that relevant mitigation measures are put into place and frequently reviewed. Leaders also sensitively assess the risks to individual pupils and work with staff and parents to help ensure that pupils get the help they require and that this support is frequently reviewed and adjusted.
52. The PSHE curriculum helps pupils to learn how to keep themselves safe online and pupils understand the risks they may encounter when on the internet. Leaders ensure that suitable monitoring and filtering of the school's internet is in place and that the effectiveness of these arrangements is appropriately reviewed. Leaders with responsibility for safeguarding monitor pupils' online activity and act promptly to assess and address any concerns that are reported. Leaders have thought carefully about how to keep pupils who learn online safe and provide additional guidance to these pupils and their parents, as well as to their teachers, to further support them.
53. Concerns about the behaviour of adults in the school are reported promptly. Leaders seek advice from the local authority designated officer (LADO) without delay, where required, and take suitable steps to help keep pupils safe. Leaders keep detailed records of low-level concerns about staff behaviour and monitor these to look and act on patterns of behaviour.
54. Procedures to ensure that all the required pre-employment checks are carried out before staff, volunteers and governors start work in the school are robust. The single central record of appointments (SCR) is an accurate record of these checks and leaders monitor this to ensure that it remains up to date.
55. Governors are well trained in safeguarding and maintain appropriate oversight of the work of leaders with responsibility for safeguarding. This includes an annual review of safeguarding and termly reports to the governing body, who ensure that leaders take action to strengthen procedures where required.

The extent to which the school meets Standards relating to safeguarding

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

School details

School	London Park School Mayfair and London Park School Sixth
Department for Education number	213/6004
Address	London Park School Mayfair 106 Piccadilly London W1J 7NL
Phone number	020 7491 7393
Email address	Office.Mayfair@londonparkschools.com
Website	www.londonparkschools.com
Proprietor	Dukes Education Group Ltd
Chair	Mr Aatif Hassan
Headteacher	Dr Adrian Rainbow
Age range	11 to 18
Number of pupils	194
Date of previous inspection	5 to 6 October 2022

Information about the school

57. London Park School Mayfair and London Park School Sixth is a co-educational day school located on two sites in central London. The work of leaders is overseen by a board of governors, all of whom are directors of the proprietor, Dukes Education. A new headteacher was appointed in January 2023.
58. The school has identified 100 pupils as having special educational needs and/or disabilities (SEND). Nine pupils in the school have an education, health and care plan (EHC plan).
59. The school has identified English as an additional language for 18 pupils.
60. The school states its aims are to develop a community that reflects the school's values, to champion every child, to maximise their strengths and to ensure pupils leave with the confidence and skills to thrive.

Inspection details

Inspection dates

7 to 9 October 2025

61. A team of five inspectors visited the school for two and a half days.

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

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

How are association independent schools in England inspected?

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

Independent Schools Inspectorate

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